Kurdistan Regional Government
Council of Ministers
Ministry of Education

Sunrise

Teacher's Book 11



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WHERE ARE YOU FROM?

It's a place that's full of rivers.

Lesson 1 — Student's Book p4

Grammar
Prepositions of place and movement
Relative clauses with *who, which* and *that*

Vocabulary
Natural features and features of the countryside; Vocabulary list p11

To start …

- Write these words on the board: *water, countryside, mountains*. Tell the students to work in pairs and list as many words as they can which are associated with each category, e.g. water: *river, sea, lake* etc.; countryside: *trees, plants, fields* etc.; mountains: *hill, high, snow* etc. Give students a minute to do this.
- Divide the class in two groups. Turn by turn ask students from each group to say words in each category. Build up a list of words on the board under each heading.

A LISTEN AND DO

Aim: to listen to a description and identify a general location and specific items of vocabulary.

1

- Tell students to open their Student's Books on page 4. Tell them to study the two pictures for one minute and then close their books.
- Tell students to make statements about the pictures with *there is* or *there are* and to try to remember as much detail as they can. For example: *There is a lake in the first picture. There are some fields in the second picture.*
- Tell students to read question 1 before they listen. Then play the recording.
- Ask students to discuss their answer in pairs. Ask an individual student to answer the question. Ask other individuals if they agree with the answer. If not, they should give their answer.

CD script Track 01

Vana *We're now flying over the Alps, and they're beautiful. I can see hundreds of steep mountains, all bright white with the snow that covers them. Between the mountains there are deep valleys with waterfalls and streams that run down into a bigger river, and the river runs into a great, blue lake.*
… Beyond the lake, the mountains stopped, and after the Alps, we were soon flying over Germany. We've seen several big cities, and for a while we've also flown along the line of a big river – the River Rhine. Now we're a long way from the mountains as we fly on towards the flat plains of northern Germany.

Ari *Now we've flown over the sea to Britain. Far below us, there are tall white cliffs that stand above the sea. We've crossed them now, and we're flying over the country where we're going to live!*
… The country below looks green and fertile. There are towns and villages, but between them are lots of farms with lots and lots of fields. The fields are different colours. Some are dark green and some are lighter greens, and some are yellow. I suppose they're growing several different crops.
… And now the country is changing. There aren't so many fields, and it's getting more hilly. There are lots of trees on the hills. Ahead of us there are more and more towns. I think we're getting very near London now.

Answers

Vana and Ari are flying in a plane.

2

- Write the numbered words on the board and tell students to copy them.
- Ask students to note the numbers 1–8 as they hear the words. Play the recording.
- Give students a minute or two to compare and discuss answers.
- Play the recording again. Pause to allow students to check, correct and complete as necessary.
- Say the words for the students to repeat after you.

- Ask one or two students to give the order of the words as they occur in the recording.

Answers

6 (= mountain), 9 (= waterfall), 7 (= river), 5 (= lake), 1 (= cliff), 8 (= sea), 2 (= country), 3 (= field), 4 (= hill)

3

- Tell students to look at the pictures and try to match some of the new words to the pictures. It is worth pointing out to students that words highlighted in blue (in the box in 3) are new words whose meanings are given on page 11 in the Student's Book).
- Write the words on the board and tell students to copy them.
- Ask students to write the letters of the words a–j in the order that they hear them. Play the recording.
- Give students a minute or two to compare and discuss answers.
- Play the recording again. Pause to allow students to check, correct and complete as necessary.
- Say the words for the students to repeat after you.
- Ask one or two students to give the order of the words as they occur in the recording.
- If students need more help with the meaning of the words, refer them to page 11.

Answers

d (= steep), h (= snow), j (= valley), I (= stream), b (= flat), g (= plain), a (= fertile), f (= farm), e (= crop), c (= hilly)

B GRAMMAR

Aim: to recycle prepositions of place and movement and introduce new prepositions.

1

- Write two sentences on the board to illustrate prepositions of place and prepositions of movement. Use the examples from the box or write your own.
- Ask students the difference between prepositions of place (a fairly exact and limited position) and prepositions of movement (which indicate a change of positions from one place to another).
- Elicit other examples of prepositions of place and of movement.
- If students need more information, ask them to turn to page 10 Lesson 1: Prepositions, and discuss it with them.

2

- Ask students to listen to CD script track 01 again and note more examples of prepositions. If students find this difficult, divide the CD script into smaller sections by pausing the CD.
- Make a list of the prepositions on the board and elicit a few example sentences to illustrate their use.

Answers

over, between, down, into, beyond, after, along, towards, below, above, ahead, near

C SPEAK

Aim: to practise using prepositions of place and movement in oral descriptions.

- To prepare students for the activity ask them to say how a view from a plane or from a high mountain is different from the view from a car. For example: *You can see more things from a plane or a mountain. You can see a long way; things look small.*
- Tell students to look at the two pictures at the top of page 4. Get them to count the number of balloons (three in each picture).
- Explain that students are going to work in pairs and will choose one of the six balloons and describe the view that they see below. Their partner has to identify which balloon they are in.
- Tell students to read individually the example in C and to choose the letter of the balloon (balloon E).
- Ask students to choose a balloon, think of the view they can see, and how to describe it. Then put the students in pairs to produce short exchanges like the example. In turn, each student describes their view while their partner listens and says which balloon the student is in.
- Ask individual students to say their descriptions to the class, who will identify the balloon they are in.

▶ Lesson 2 Student's Book p5

To start …

- Remind students about the characters in the book. Ask: *Who are Ari and Vana? (Brother and sister, twin children in the Sherko family.) Where did they go? (To live in Britain for a year.)*

D LISTEN AND READ

Aim: to improve students' reading for gist, and to encourage students' inferential skills.

- Tell students to open their Student's Books on page 5 and read the sentence about the context of the conversation (Vana and Ari are starting their new life in Britain.) Tell students to look briefly at the conversation. Ask: *Who are Sophie and Jamie?* (Answer: *Students at Valley Road Comprehensive, the school that Vana and Ari are going to join.*)
- Tell students to read the statements in pairs and discuss if they are true or false **without** reading the conversation.
- Tell students to close their books and listen to the conversation.
- Play the recording and let students review their decisions about the true or false statements and change their responses if necessary.
- Play the recording again, this time with students following the conversation in their books.
- Let students finalise their answers to the true or false statements.
- Ask students to read out the statements and tell the class if they are true or false.
- Encourage the students to correct false statements.

CD script Track 02

Ari *Excuse me, but could you tell us the way to Valley Road Comprehensive?*
Jamie *Go along this road and take the first left. You'll see it on the right, opposite a park.*
Vana *Thanks!*
Sophie *But why are you going there?*
Vana *It's our new school.*
Sophie *It's our school too, but it doesn't start till tomorrow, so you don't have to go today.*
Ari *We just want to see the place.*
Jamie *Well, Sophie and I aren't doing anything special, so we can show you round.*
Ari *Thanks!*

* * * * * * * * * * * *

Sophie *There it is!*
Vana *It looks very different from our school back home.*
Sophie *Where are you from exactly?*
Vana *Kurdistan.*
Jamie *Sorry, but where's that? My geography isn't very good.*
Ari *It's in northern Iraq.*
Sophie *And Iraq's in the middle of the Middle East.*
Vana *That's right.*
Jamie *So you speak Arabic, don't you?*
Ari *No, the people who live in the south do, but the Kurds speak Kurdish.*
Sophie *Really!*
Jamie *Iraq's mainly a desert country, isn't it?*
Ari *Oh, no. There are parts of Iraq which are deserts, but not Kurdistan.*
Vana *It's a place that's full of mountains and rivers and valleys. It's beautiful!*

Answers

1 False (The school is on the right, opposite the park.)
2 True (School starts tomorrow, so people mustn't go today.)
3 False (Kurdistan is in northern Iraq, and Iraq is in the middle of the Middle East.)
4 True (The people in southern Iraq [mainly] don't speak Kurdish.)
5 False (Iraq is mainly a desert country but Kurdistan is full of mountains, rivers and valleys.)

E GRAMMAR

Aim: to recycle the use of the relative pronouns *who*, *which* and *that* in defining relative clauses.

1

- Write the two sentences from the box on the board and leave out *who/that/which*. Ask students: *What are the missing words?* and *How are* who *and* which *different in the way they are used?* (We join clauses with *who* [or *that*] for people and *which* [or *that*] for things and animals.)

- Remind students of the function of relative clauses (To add new, additional and important information about the person(s) or thing(s) in the main clause).
- Make sure that students understand that they can use *who* only for people and *which* only for things but that they can use *that* with both people and things.
- If students need more information, turn to page 10 Lesson 2 Relative clauses with *who, which* or *that* and discuss it with them.

2

- Tell students to use relative clauses to make more statements about Iraq. Ask individual students to read the prompts to the class and explain that they complete statements 1 and 2 with ideas from the prompts in 3 and 4. They should complete the sentences with *who, that* or *which* as appropriate.
- Get the students to work in pairs and say the sentences with relative clauses.
- Ask one or two pairs to say their sentences to the class.

Answers

Example sentences for (1):
The people who (that) live in the north of Iraq are Kurds.
The people who (that) live in the north of Iraq speak Kurdish.
The people who (that) live in the north of Iraq have their own culture.

Example sentences for (2):
There are parts of Iraq which (that) aren't very fertile.
There are parts of Iraq which (that) have a lot of oil.
There are parts of Iraq which (that) have high mountains.

F THINK ABOUT IT

Aim: to practise putting across opposite points of view about a situation.

- Write these questions on the board: *Why do people visit other countries for long periods? Why do other people want to stay in Kurdistan?*
- Give students a short time to think about possible responses and make notes. Then let them briefly compare ideas in pairs.
- Get the class to feedback and write ideas on the board (e.g. *to see life in a new country, to find a job, to study at a university; you wouldn't want to leave your family, you would miss your friends, you would feel homesick* etc.).
- Tell pairs to read the text in the speech bubbles.
- Tell students to work in pairs. One student takes the role of a person who is reluctant to leave Kurdistan and their partner wants to go somewhere else for a period. Rehearse an exchange:
  A: I'd hate to leave Kurdistan.
  B: Why?
  A: I'd miss all my friends.
- Tell students to practise exchanges in pairs, giving opposite points of view on staying in or moving away from Kurdistan.
- After the paired practice ask one or two pairs to state their points of view to the class.

▶ **Ask students to open their Activity Books at pages 2 to 3 and do some of the activities in class or finish them at home for homework.**

WHERE ARE YOU FROM?

Who are the Kurds?

Lesson 3 Student's Book pp6–7

Grammar
Relative clauses without *who, which* or *that*
Relative clauses with extra information

Vocabulary
Travel and geography; Vocabulary list p11

To start …

- Ask students to name some of their favourite places to visit in Kurdistan and ask them to say why they like visiting them.

A READ

Aim: to identify different kinds of information and to practise reading for specific information.

1

- Ask students to look at the two pictures and describe them.
- Write the titles and sub-headings (*Come to Kurdistan! Kurdistan Geography and climate, Economy*) from the two texts on the board. (Translate the new word *economy*.) Encourage students to speculate what kind of information they would expect to find under each title or sub-heading.
- Ask students to say where they might find texts with this kind of information.
- Refer students to (1), the choices of where Texts A and B may come from. Students should read the texts quickly and match them to the suggestions a–d where the texts may come from.
- After reading, let students compare their answers in pairs.
- Get individual students to give reasons for their answers, (e.g. *Text A may come from a holiday magazine because it suggests times to visit Kurdistan and places to see.*).

Answers

Text A may come from a holiday magazine (because it suggests Kurdistan as a place for a holiday).

Text B may come from an information website about Iraq (because it gives information about the geography and climate of an area in Iraq, and because there is a website address at the top).

2

- Ask individual students to read out the five tasks in (2).
- Get students to do this task individually. Give them enough time as they have to read two texts and note down a number of items of information.
- At a suitable point let students compare their answers in pairs, showing each other where in the texts they found the information.

Answers

1 *In spring or autumn because the weather is usually warm, dry and pleasant; in spring for Newroz, the Kurdish New Year festival.*
2 *In summer and winter because the weather is either very hot or very cold.*
3 *Sailing on Lake Dokan, climbing in the mountains, visiting ancient remains, travelling to a resort in the mountains, coming to see Newroz.*
4 *It is an area of high plains with mountains around them. The mountains have many deep valleys, with streams, waterfalls and rivers.*
5 *Farming is a traditional industry. The oil industry, tourism and construction are three modern growth industries.*

3

- Explain that the letters a and b at the start of the question refer to Texts A and B.
- Ask a student to read the first example and to try to give what the word *they* refers to in the sentence. (Answer: *people who want a real travel experience.*)
- Tell students to look at the texts and to try to work out what *Others* and *So* refer to in their sentences. (Answers: 2b *industries* and 3b *cites are growing – as well as the economy.*)
- Elicit these answers from the class.

4

- Tell students to read paragraph 2 in Text A. Read out *It has* ***a lot to offer*** and ask them what they think it means. (Suggested Answer: *It means there are many things for tourists to do and see in Kurdistan.*)
- Let the students read 2b, 3b and 4b in pairs and discuss what they think they mean. (Suggested Answers: 2b *ring* means the mountains are in a circle around; 3b *hard* here means the summers and winters have very high or low temperatures; 4b *huge engine* means construction produces a lot of economic growth
- Ask a few pairs to share their explanations with the rest of the class and encourage other students to help with, or comment on, the explanations of the meanings.

B GRAMMAR

Aim: to introduce relative clauses in which *who, which* or *that* can be omitted.

1

- Ask individual students to read out the four example sentences from the box.
- Write them on the board, omitting the relative pronouns in the last two.
- Ask: *What difference can you see between the sentences?* (*The first two contain relative pronouns; the second two do not.*)
- Try to elicit from the class why we can cut relative pronouns from the second two sentences but not from the first two.
- Use the sentences on the board to point out that the relative pronouns in the first two sentences refer to the subject of the clauses (*Kurds* and *remains*). We cannot leave out relative pronouns which refer to the subject of the clause. Point out that the relative pronouns in the second two sentences refer to the object of the clauses (*people* and *a place*). We can leave out relative pronouns that refer to the object of the clause. Explain that this happens in both speech and written English.
- If students need further explanations, tell them to look at p10 of their Student's Book. If necessary, discuss it with them.

2

- Tell students to look back at Text A on page 6 and find other examples of relative clauses without *who, which* or *that.*
- Ask a few students to read out the example sentences that they have identified.

C SPEAK

Aim: to use relative clauses without *who, which* or *that* to share ideas about some people and places in Kurdistan.

- Ask two students to read out the example incomplete conversation between A and B. Elicit from the class completed sentences which give students' ideas about their favourite region in Kurdistan.
- Write the prompt *The ….. (which) I like best is ….* Elicit opinions about other things such as their favourite town or their favourite football team. Each time they should say sentences such as *The football team (which) I like best is (name of football team).*
- Elicit other sentences from students who agree, such as *Yes, (name of football team) is the team (that) I like best, too.*
- Elicit other sentences, using the other prompts in the Student's Book.
- Let students have some time to work in pairs to share their ideas about people and places in Kurdistan before asking a few pairs to say their conversation to the rest of the class.

Note: At the end of the class tell students to find information for homework about Kurdistan to add to a website. Ask students to research facts such as the size and position of cities, the history of Kurdistan, the highest mountains.

▶ Lesson 4 Student's Book pp6–7

To start …

- With books closed, students should work in pairs for two minutes to recall as much information as they remember from the two texts on page 6. Then elicit information from the whole class.

D READ AND SPEAK

Aim: to recycle and summarize the main information in the reading passages.

1

- Ask students to copy the table.
- Ask students to fill in the table from memory, without looking at the two texts.
- Then tell students to read the texts and check their answers from memory with the actual information in the texts.
- Let students compare answers and then elicit the correct responses from the whole class with statements such as: *Information about Kurdistan appears in (both) Text A and Text B.* Ask students to indicate where in the texts they found the information.

Answers

Information about the following:	appears in the following:	
	Text A	Text B
1 where Kurdistan is	✔	✔
2 sports	✔	
3 tourism	✔	✔
4 the mountains	✔	✔
5 what Kurds are like	✔	
6 the economy		✔
7 traditional activities	✔	✔
8 the cities		✔

2

- Refer students to the task and ask an individual student to read out the example dialogue.
- Check again that all students have correctly noted in the table the four kinds of information that appear in both texts (Answers *1, 3, 4* and *7*).
- Students work in pairs to identify and say all the information which appears in both texts.
- Check the answers with individual students around the class.

Answers

1 *Kurdistan is the northern region of Iraq. And it's an area with many mountains.*
2 *Tourism is experiencing development. The Kurds are ready to welcome tourism and tourists.*
3 *The mountains ring the region from the south-east to the north-west. Visitors can travel to one of the resorts in the mountains.*
4 *Kurds, who have a long tradition of farming, grow a number of different crops. They also celebrate with picnics and traditional music and their ancient custom of fire jumping.*

E GRAMMAR

Aim: to introduce relative clauses with extra information in them.

1

- Write the two sentences on the board: *In the north is Kurdistan* and *Kurdistan (It) is an area of mountains.* Show how these can be combined with *which* to form a sentence with a relative clause *In the north is Kurdistan, which is an area of high mountains.*
- Draw students' attention to the comma placed before the relative pronoun to show where the extra information is added to the sentence.
- Write two more sentences to illustrate how relative clauses with extra information are made. (e.g. *Another new industry is the oil industry. The oil industry (It) is growing fast.*) Encourage students to say how these can be combined to form a sentence with a relative clause. (*Another new industry is the oil industry, which is growing fast.*)
- If students need further explanations, tell them to look at page 10 of their Student's Book. If necessary, discuss it with them.

2

- Ask students to find examples in the text individually and then compare their findings with another student.
- Ask individual students to read out the examples they found.

3

- Refer students to the task. First, they should individually combine the statements given to form sentences using relative clauses with extra information. (Answers: *The Kurds are ready for tourism, which is a growth industry. The Kurds, who have a long tradition of farming, are developing many new industries.*)
- Let them compare and correct answers in pairs first, before eliciting the correct answers from the class.
- Tell students to work in pairs and use information from the text to say two more statements with extra information.
- At a suitable point, ask a few pairs of students to say their sentences to the rest of the class.

F SPEAK

Aim: to practise making statements with extra information in them.

- Ask students for the information they found about Kurdistan for homework and write brief notes about it on the board.
- Ask students to work in pairs to make more statements with extra information.
- At a suitable point, ask a few pairs of students to say their sentences to the rest of the class.
- Write the best four sentences on the board and get students to copy them.

▶ **Ask students to open their Activity Books at pages 4 to 5 and do some of the activities in class or finish them at home for homework.**

Directions and describing places

Lesson 5 Student's Book p8

To start …

- Tell students they are going to give directions to places. Ask them to think for a minute about what words people use to give directions.
- In pairs students prepare a list of 10 words.
- Ask the students for their suggestions, which you write on the board.
- Name a few local shops or buildings and ask students to tell you how to get to them from the school.

A LISTEN

Aim: to improve students' ability to understand directions in English.

1

- Tell students to copy the main features of diagrams A–D and to leave enough space to write a sentence beside each one.
- Ask them to name the main features shown (*roundabout, traffic lights, T-junction, crossroads).*
- Ask a student to read the table in the centre. Tell students to look at the arrows in each diagram and try to match the different halves of the sentences to give correct directions.
- Let students compare ideas in pairs.
- Tell students to write the correct direction for each diagram as they listen. Play Part 1 of the recording.
- Play Part 1 of the recording again for students to check their responses.

CD script Track 03

Part 1

A *Go over the roundabout.*
B *Turn left at the traffic lights.*
C *Turn right at the T-junction.*
D *Go straight on over the crossroads.*

Answers

A Go over the roundabout.
B Turn left at the traffic lights.
C Turn right at the T-junction.
D Go straight on over the crossroads.

2

- Tell students to copy the list of destinations from the box.
- Draw their attention to the starting point on the map in High Street (labelled *You are here).* Each set of directions they hear will be from this point.
- Tell students to work in pairs and describe the map, e.g. they note the names of the street, the parks, the river, the traffic light, the three bridges and the destinations marked a–f.
- To prepare students for the listening activity, ask them to work in pairs and prepare a set of directions from *You are here* to the roundabout in North Way. Listen to their suggested directions but only correct very serious errors.
- Tell students to look at the map. Play Part 2 of the recording. Students should follow the directions they hear (each time starting from *You are here*) and identify the correct destination (a–f) on the map.

CD script Track 04

Part 2

Narrator *Conversation 1.*
Woman 1 *Excuse me, but could you tell me the way to the post office, please?*
Woman 2 *Yes, of course. Cross High Street here and turn right. Go along High Street until you come to East Street. Turn left there, and then take the first left again. Go straight along that and you'll see it on your left. It's opposite a park.*
Woman 1 *Thanks very much!*

Narrator *Conversation 2.*
Man 1 *Sorry, but do you know the way to the school, please?*
Man 2 *Sure. Go across High Street and go straight along Green Road to a big*

crossroads with traffic lights. Turn left there and go past a park on your right to the next traffic lights. Turn right there and you'll soon see it on your left – opposite the far side of the park.

Man 1 *Thanks a lot!*

Narrator *Conversation 3.*

Woman 3 *Excuse me, but can you tell me how to get to the bank, please?*

Woman 4 *Well, let me see. Yes, go over High Street here and turn left. Then go along High Street until you come to North Way. Turn right into North Way, and then take the second right. After a short way, take the first right, and you'll see it there on the left.*

Woman 3 *Thank you very much!*

Narrator *Conversation 4.*

Man 3 *Oh, hi, listen. Could you tell me how I get to the supermarket, please?*

Man 4 *No problem. Go across High Street here, and go straight down Green Road. Go over a crossroads and then over a roundabout towards the river. Go over the bridge and go on to more traffic lights. Turn left there and go along past a park on your left. Then you'll see it on the left, just before another roundabout.*

Man 3 *Thanks a lot.*

Narrator *Conversation 5.*

Woman 5 *Sorry, but can I ask? Can you help me? I need to get to the police station.*

Woman 6 *Certainly. Cross High Street and turn right along the road and turn left into East Street. Then follow East Street to a roundabout. Go over that and then some traffic lights until you get to a bridge. Cross the bridge and keep going until the first left. Turn there and you'll find it on the right.*

Woman 5 *Thanks very much.*

Narrator *Conversation 6.*

Man 5 *Excuse me, but can you tell me the way to the shopping centre, please?*

Man 6 *Yeah, sure. You can go two ways, and they're both about the same distance. First go across High Street here, and then you can either go straight along Green Street, or else you can turn right and then left into East Street. Either way, you go straight along until you come to the river, and you go over a bridge. If you take the Green Road way, you'll turn right at the next crossroads, and you'll see the shopping centre on the left. If you go along East Road, you'll come to a roundabout after the river. You'll turn left there, and you'll see the shopping centre on the right.*

Man 5 *Thank you very much.*

3

- Play Part 2 of the recording again. Ask students to listen and complete the list of destinations from the box.
- Ask students to compare answers and correct them if necessary. If there is still widespread disagreement, play Part 2 of the recording for a final time.

Answers

1 post office (d)
2 school (f)
3 bank (e)
4 supermarket (a)
5 police station (c)
6 shopping centre (b)

B PRONUNICATION

Aim: to practise the pronunciation of the sound /r/ in the final position of two or three sound clusters at the beginning and in the middle of words.

1

- Write these words on the board: *bridge, produce, traffic* and *street*. Ask students to look at the words and think about how they would pronounce them.
- Ask students to identify different 'problem' clusters containing the sound /r/ and underline them. Then ask one or two volunteers to say the words. If necessary, correct them. Play Part 1 of the recording. Point to the words on the board as students listen.

CD script Track 05

***Part 1* Repeat the words.**

bridge *produce* *traffic* *street*

- Play the recording again and tell students to repeat the words after the recording word by word.

2

- Draw students' attention to the words in the task. Play Part 2 of the recording and ask students to point to each of these words as they hear them.
- Then play the recording again and get students to point to the words and repeat them.
- Finally, ask individual students to say the words without the recording.

CD script Track 06

Part 2 **Repeat more words.**

**br**ing _**br**ight_
**pr**oduct _**pr**ice_
**tr**adition _**tr**avel_
**str**aight _**str**eam_
cele**br**ate _com**pr**ehensive_
coun**tr**y _cons**tr**uction_

C SPEAK

Aim: to practise understanding and giving directions.

- Explain to students that they are going to give and follow directions from points on the map. If necessary, sketch part of the map on the board and elicit examples from the class.
- Tell students to work in pairs. They should agree where to start the directions on the map (it should be from a, b, c, d, e or f). The directions should go to another of the points.
- Tell students that as the first student gives directions, their partner should listen and follow on the map. At the end of the directions the second student can confirm the destination *I'm at the (bank), aren't I?*
- After students have practised giving and following directions in pairs, ask a few individual students to give directions to the other students in the class. They listen, look at the map and name the destination.

Task: At the end of the class, tell students to choose a place in Kurdistan for homework and find information about it. The information should be on the following:
Where is the place in Kurdistan?; How far is it from Hawler?; What is special about the place?; What do people who visit that place like about it?; What should people who visit try to see?

▶ **Ask students to open their Activity Books at page 6 and do Activity 2A in class or finish it at home for homework.**

▶ Lesson 6 — Student's Book p9

Background information about Plymouth and York

With its large natural harbour, Plymouth became an important naval port when westward and then global exploration and trade grew beginning in the 16th century. Many important voyages began at Plymouth, for example the Pilgrim Fathers departed from there to go to the New World in 1620. With its strong maritime connections, Plymouth is a natural centre of marine studies, and the Aquarium is an important part of this.

York was founded by the Romans as Eboracum and was briefly their capital in Britain. It was the capital of Anglo-Saxon kingdom of Northumbria and from then it always remained an important royal and religious centre. In 867 it was taken by the Danes when they invaded the east of England. The Danes changed the name of York to Jorvik. Today the Jorvik Viking Centre is a popular tourist attraction and vividly shows everyday life in those days.

To start …

- Ask students to recall some of the information about Kurdistan that was included in the texts on page 6.

D WRITING

Aim: to prepare students to write a text for a website about Kurdistan.

▶ **Ask students to open their Activity Books at page 7 and do Activity 2B in class or set it as homework at the end of the class.**

1

- Ask students once again who Vana and Ari are (*Kurdish students visiting Britain*).
- Explain the context of the activity. Vana and Ari are finding information about places they can visit in England.
- Ask students to look at the map on page 9. Say that Vana and Ari are finding out about two towns, Plymouth and York. Ask students to point to the towns on the map.
- Ask: *Where is Plymouth?* (*It's in the south-west of England*) and *Where is York* (*It's in the north-east of England*).
- Ask students to talk briefly in pairs about the four pictures. Elicit simple descriptions, e.g. picture A

shows an old wall, picture B shows people around a fire, picture C shows clouds over the hills, and picture D shows old ships.

- Have students look at the two sets of notes and ask them to look at the sections on Plymouth. Let them work in pairs. One student can read the question and the other can answer, using the information from the table.
- After an appropriate period, students in pairs should complete the text with facts about Plymouth by inserting the facts from the table into the paragraphs. One student can read the notes and the second student can read out the missing information from the different sections in the table.
- Ask individual students to read parts of the completed facts about Plymouth to the class.

Answers

1 *in the south-west of England*
2 *about 300 km from London*
3 *important in the history of Britain*
4 *the beaches, the sailing and the hilly country near there called Dartmoor*
5 *the Plymouth Aquarium*
6 *the old fishing port*
7 *and other amazing sea creatures from all over the world*

▶ **Ask students to open their Activity Books at page 7 and do Activity 2C in class or set it as homework at the end of the class.**

E UNIT TASK

Aim: to produce a piece of writing at the end of the unit that re-contextualises the unit's grammar, vocabulary and topical content.

1

- Ask students to tell you the information they researched about a place in Kurdistan. Brainstorm the information.
- Explain that the students are going to make a table similar to the ones on Plymouth and York. Get them into groups of three or four and let them make a decision about which place in Kurdistan they are going to write about. They should then make a table together about this place like the tables on York or Plymouth.
- All the group members should copy the table.
- Ask one or two groups to read their table to the class.

▶ **Ask students to open their Activity Books at page 7 and do Activity 3. You may want them to do this activity in class, or, if you are short of time, let them start in class and then finish the activity at home.**

LANGUAGE FOCUS

- This summarizes the main grammar points and the vocabulary of the unit. It also gives students useful tips to improve their learning. This material is not strictly for the classroom but you can take advantage of it during the unit or as a separate revision of the main parts of the unit.

TO HELP YOU STUDY

- This section gives students useful techniques to improve their vocabulary, spelling and learning strategies. There are suggested activities to help students start using some of these techniques.

Important note: Every student has different strategies to learn a language. These are recommended techniques but students have to find their own best way of learning. Use these ideas to help them find their favoured methods. These ideas are not for assessment.

Answers

Activity 1	*we**s**tern*	*re**s**ort*
	*con**s**ider*	*remain**s***
	*traffic light**s***	*touri**s**m*
Activity 2	*cr**o**ssroads*	*cust**o**m*
	*c**o**mprehensive*	*c**o**nsider*
	*cr**o**p*	*devel**o**pment*

PROBLEMS AND SOLUTIONS

You must drive safely.

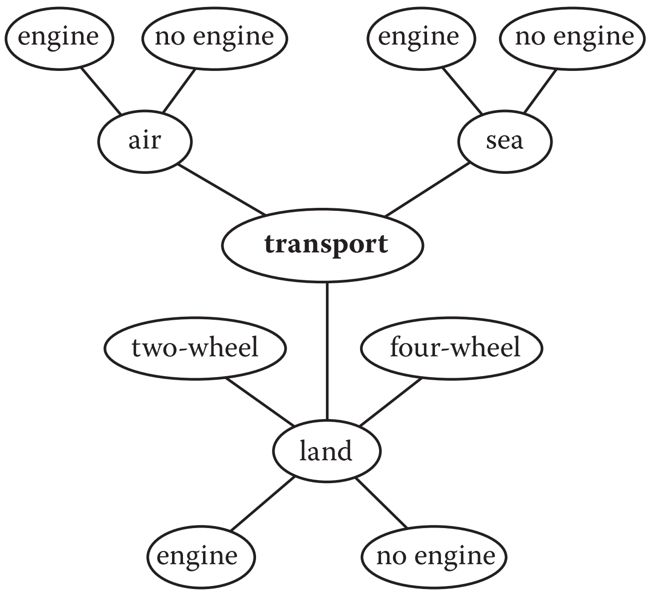
▶ Lesson 1 Student's Book p12

Grammar
Modal verbs for possibility, certainty and advice

Vocabulary
Types of transport; vocabulary related to learning to drive; Vocabulary list p19

To start …

- Students know quite a lot of words connected with transport. Start with a 'guess the word' game. Draw nine dashes (__ __ __ __ __ __ __ __ __) on the board and let students guess the topic word (*transport*). If necessary, give the first letter.
- Develop the activity into a spider diagram and let students add words connected to the different categories of transport in the diagram:



A LISTEN AND DO

Aim: to listen to conversations for sequence of information and to deduce what specific items of vocabulary are being described and discussed.

1

- Tell students that words highlighted in blue (e.g. *helicopter, hovercraft*) are new words whose meanings are also given in the unit vocabulary on Student's Book page 19.
- Tell students to open their Student's Books on page 12. Tell them to study the pictures for one minute and then close their books. Elicit any types of transport that the students did not mention in 'To start … '

2

- Let students work in pairs to identify and discuss which types of transport shown in the pictures they have or have not travelled by.
- Elicit from students the most unusual or exciting type of transport from those shown that they have travelled by and ask why they used them.
- Finally, ask individual students which of the types of transport shown they would like to try. Ask them to say why.

3

- Write the 16 words for transport shown on Student's Book page 12 in a vertical column on the board (in the order they occur in the Student's Book). Tell students to copy them.
- Tell students to note the types of transport 1–16 in the order they hear them. Play the recording.
- Give students a minute or two to compare and discuss answers.
- Play the recording again.
- Say the words on the board for the students to repeat after you.
- Ask one or two students to give the order of the words as they occur in the recording.

CD script Track 07

A *Let's play a guessing game. Try to guess the vehicle I'm thinking of.*
B/C *All right. Go ahead.*
A *Right. The officers who use this vehicle go out as fast as they can to help people in dangerous situations.*

B *That could be the fire engine.*
C *Or the ambulance.*
B *And what about the police car?*
A *Well, let me help you a bit. The officers use this vehicle to get people to hospital quickly.*
C *So of course, that's the …*

C *So now it's my turn. Let's see if you can guess this one. This vehicle carries heavy things from place to place.*
A *That means it could be the truck or the van.*
B *And it could also be the pickup or the tractor and trailer.*
A *Or even the four by four.*
C *Well, yes, but it can carry a lot of very heavy things.*
B *Well, then, you probably mean the …*

B *OK, so here's another one. This carries lots of passengers.*
A *Well, it could be the ship or it may be the hovercraft or it might be the train or the bus. Or the plane.*
B *And it moves on wheels.*
C *Then it can't be the ship or the hovercraft. And it can't really be the plane either.*
B *And it's got one door for the driver and one door for the passengers.*
A *That means it must be the …*

A *All right. Now it's my turn again, so try and guess this one. When the roads are really busy, this lets you get round town quickly.*
B *It could be the motorbike or the scooter. They can drive in between bigger vehicles and get round town faster than them.*
C *Or what about the helicopter? You can get round anywhere really fast in that!*
A *But it's got two wheels.*
C *Oh, well, it can't be the helicopter. The one in this picture hasn't got any wheels!*
A *And one more thing: it's got a very small engine.*
B *So that's easy then. It has to be the …*

Answers

11 (= fire engine), 12 (= ambulance), 13 (= police car), 7 (= truck), 9 (= van), 10 (= pickup), 8 (= tractor and trailer), 14 (= four by four), 3 (= ship), 4 (= hovercraft), 5 (= train), 6 (= bus), 1 (= plane), 15 (= motorbike), 16 (= scooter), 2 (= helicopter)

4

- Ask students what the people in the conversation are doing. (*They are playing a guessing game about types of transport.*)
- Play the recording and elicit the answer.
- Tell the students to listen again to the recording. For each conversation, they should guess which of the 16 vehicles in the pictures is being discussed. Ask them to note their suggestions.
- Play the recording.
- Give students a minute or two to compare and discuss answers.
- Play the recording a final time.
- Say the words for the students to repeat after you.
- Ask one or two students to give the order of the words as they occur in the recording.
- If students need more help with the meaning of the words, refer them to page 19.

Answers

1 ambulance 2 truck 3 bus 4 scooter

B GRAMMAR

Aim: to recycle and extend the use of modal verbs for possibility and certainty.

1

- Check that students remember *possible* and *certain* and introduce the noun forms *possibility* and *certainty*. If necessary, give examples to show the difference.
- Write *possibility* and *certainty* on the board with the example sentences under them. They can be the examples from the box or they can be your own.
- Ask students to identify the modal verbs in each sentence (*could, may, might, can't, must*).
- Say or elicit other example sentences containing these modal verbs. Check that students associate *may, might* and *could* + main verb with possibility; and *can't* and *must* + main verb for certainty.
- If students need more information, turn to page 18 Lesson 1: Modal verbs for possibility and certainty, and discuss it with them.

2

- Ask students to listen to the guessing game conversations on CD script Track 07 again. Ask them to identify and repeat statements of certainty and possibility. If students find this difficult, divide the CD script into small sections by pausing the CD at the relevant places.
- Elicit a few example sentences of modal verbs of certainty and possibility to illustrate their use.

C SPEAK

Aim: to practise using modal verbs of possibility and certainty.

- Prepare students for the activity by asking one or two individual students to read the example text.
- Explain that students are going to play the type of transport guessing game that they heard in the recording. They can choose the types of transport shown or they can choose a different one.
- Ask one or two students to model the activity to the class. Then put the students in pairs to produce short exchanges like the example. In turn each student makes statements about a type of transport, while their partner listens and replies with statements containing modal verbs of possibility to obtain more information about the type of transport. When the listener has enough information and is sure of the type of transport, he or she can finish the conversation by saying *That means it must be the … .*
- After an appropriate time, ask one or two individual students to repeat their conversation for the rest of the class.

▶ Lesson 2 Student's Book p13

D LISTEN AND READ

Aim: to improve students' listening and reading for specific information.

- Ask students to look at the picture on page 13 and think about what they can see.
- Put students into pairs and ask them to compare what they think the people in the picture are talking about. Ask them to read the sentence about the context of the conversation under the picture: *Ed and his older cousin Ellie are meeting in town.*
- Tell students to read the questions and speculate on the correct answers **without** reading the text.

Note: Explain to students that, though they will not be able to give the correct answers to the questions at this stage, reading the questions and thinking about possible answers before hearing or reading a text will help prepare them for a comprehension task and will probably mean they will be more successful when they do the actual task.

- Check that students understand the questions and ask them to feedback suggested answers. Do not correct their suggestions at this point.
- Tell students to close their books and listen to the conversation. Play the recording.
- Read out the questions one by one and pause briefly while students in pairs discuss the answers from memory.
- Play the recording again, this time students can follow the conversation in their books.
- Give students a minute or two to discuss their final answers to the questions.
- Ask individual students to read out the questions and to give their answers to the rest of the class. Encourage students to confirm correct answers, or to correct wrong answers.

CD script Track 08

Ellie *Hello, Ed. You don't look very happy.*
Ed *Oh, I'm … all right.*
Ellie *Could this be about your driving test today?*
Ed *Well, yes, I've failed.*
Ellie *You must be very upset! What went wrong?*
Ed *Things were going well till the end. My hill start was fine – and I managed to do my emergency stop, too.*
Ellie *So what happened?*
Ed *I was coming towards some traffic lights when they changed to red, and I didn't slow down fast enough.*
Ellie *Were you able to stop?*
Ed *Yes, I was, but it was a real emergency stop! And the examiner failed me … I feel so stupid!*
Ellie *You shouldn't feel like that. Most people fail the first time – including me!*
Ed *But I really expected to pass.*
Ellie *Bad mistake! Listen, you ought to forget about it tonight. But you oughtn't to leave it after that. Tomorrow, you should apply for another test. And then you'd better practise as much as possible.*

Ed *Yes, I realise now I need to get more experience.*
Ellie *You can go out driving with me sometimes if you like.*
Ed *Thanks! I'd like that.*

* * * * * * * * * * * * *

Narrator: *Three months later.*
Ed *Hi, Ellie. Guess what! I've passed!*
Ellie *Well done!*

Answers

1 *He failed his driving test.*
2 *They were going well.*
3 *He made a mistake at some traffic lights.*
4 *He made a real emergency stop.*
5 *He feels very stupid.*
6 *Failing his driving test.*
7 *He should apply for another test.*
8 *Because he passed his second driving test three months later.*

DID YOU KNOW?

- Ask students to read this individually. Ask brief questions such as *What is this about?* (Answer: *The age you can take your driving test in Britain and in the USA*) *What is that age?* (Answer: *When you are 17 in Britain and most of the US.*) *What is different about some states in the USA?* (Answer: *You can pass your driving test at 16.*)
- Ask students if they or any of their brothers or sisters are learning to drive (*Are you or any of your brothers or sisters learning to drive?*).
- Ask questions about learning to drive in Kurdistan, e.g. *When can you take your driving test in Kurdistan? Are you or one of your brothers and sisters learning to drive? Who is teaching you / your (brother) to drive? Where is he/she learning to drive? When did he/she start learning to drive? When is he/she going to take a driving test?*

E GRAMMAR

Aim: to recycle modal verbs to give advice and say what needs to happen.

1

- Write the sentences from the box on the board, but leave out the modal verbs. Ask students: *What are the missing words?* (*should (not), (don't) need to, ought (not) to, had better (not).* Ask students: *What do we often use these verb for?* (*To give advice.*)
- Point out that these words are used to give strong advice, not orders, rules or prohibitions.
- Briefly point out the different grammatical forms of these modal verbs *should, need, ought to, had better.*
- If students need more information, turn to page 18 Lesson 2: Advising and saying what needs to happen, and discuss it with them.

2

- Tell students to look at the conversation in section D again and find the verbs *should (not), (don't) need to, ought (not) to, had better (not)* and more examples of advice and saying what needs to happen.
- Get students to work in pairs to do this.
- Ask one or two pairs to read out their sentences to rest of the class.

F SPEAK

Aim: to practise giving advice and saying what needs to happen.

- Describe the scenario to the class. Give students a short time to think about the situation.
- Get the class to come up with ideas about where they should or should not go, and what they ought or ought not to take.
- Ask one or two students to read out the example text.
- Elicit example sentences about the scenario using the verbs *should (not), (don't) need to, ought (not) to, had better (not).*
- Tell students to work in pairs and discuss where to go and what to take, using the target language.
- After the paired practice ask one or two pairs to perform their conversations to the rest of the class.

▶ **Ask students to open their Activity Books at pages 10–11 and introduce the activities in class. Let the students finish them at home for homework.**

By 1896, he had sold 130 cars.

Lesson 3 Student's Book pp14–15

Grammar
Past perfect
can, could and *be able to*

Vocabulary
Travel by car, fuel sources and pollution; Vocabulary list p19

To start …

- Ask students what they know about cars, their invention and the development of motoring. Be receptive to most kinds of information connected with cars as the purpose of the questions is to make students receptive to the topic and to activate their vocabulary and knowledge of the subject.
- Use basic questions, such as: *What do you know about cars? How long have people used cars?* (Answer: *More than 100 years.*) *Who was one of the first designers of a petrol car?* (Answer: *Karl Benz.*) *What fuels can people use in their car?* (Answer: *e.g. petrol, diesel.*) *Why do people like cars? What problems do cars cause?* etc.
- Gather information and write it on the board.

A READ

Aim: to improve students' reading skills and to give them useful information about the history and development of motoring and the problems cars can cause.

- Tell students to work in pairs. Ask them to look at the four pictures on page 14. Ask: *What is the same about all the pictures? What is different?*
- After a minute or two, elicit brief responses (e.g. *All four photos show cars. All the cars are different ages, starting with the first car.*)
- Based on the pictures (but **without** reading the text), ask students to guess what kinds of information they might find in the text. Write their ideas on the board.
- Give students a short time to read the text quickly. Tell them to close their books.
- Refer back to the information on the board. Tick the words or ideas that the students found in the text.
- Refer students to the reading tasks on page 15. Tell them to copy the time line into their copy books.
- Have the students read the text individually again and complete the three tasks. While the class is doing these tasks, copy the time line from page 15 onto the board.
- After reading, let the students compare their answers in pairs.
- Ask individual students to read out their comparisons between the different cars and to tell you what happened in each year.
- As they respond, complete the time line on the board.
- If necessary, refer students to the vocabulary on page 19.

Note This text has a section which deals with the relation between driving and emissions of CO2. It is quite reasonable to talk more about this subject when reading the text but please be aware that Unit 3 will deal with the whole issue of climate change in greater detail.

Answers

1 *Benz's early car was noisy and wasn't very fast or comfortable and frequently broke down. The Silver Ghost was able to offer quiet, reliable comfort at 80 kph.*

2 *The Silver Ghost was expensive and caused pollution from exhaust emissions. CO_2 emissions from cars like it are changing Earth's atmosphere. Future cars will use different fuels and will be cleaner and cheaper to run.*

3

1885	*Benz sold cars with petrol engines.*
1896	*Benz had sold 130 cars.*
1908	*Ford began to build cars more cheaply.*
1909	*The Silver Ghost was able to offer quiet reliable comfort at 80 kph.*
1929	*Ford had sold 15 million cars.*
1990s	*The problems from cars had become clear.*
Recently:	*Hybrids have begun appearing.*
In 10 years	*Perhaps I will have a car with a fuel cell.*

B GRAMMAR

Aim: to increase students' knowledge of *can, could* and *be able to* for general ability in various forms.

- Ask individual students to read out the first four example sentences from the box.
- Write them on the board, to contrast the present, future and past forms. Highlight the change from *can* to *will be able to* to express the future form of *can* and highlight the existence of two forms (*could* and *was/were able to*) in the past.
- Point out that the examples are expressing general ability in the present, past and future.
- Ask students to give more examples of their own to contrast the present, future and past forms.
- Ask individual students to read out the two sentences to contrast the use of *could* and *was/were able to* for ability to do one thing. Point out that the negative forms *I couldn't stop at the traffic lights* and *I wasn't able to stop at the traffics* can be used correctly and have the same meaning.
- Explain, however, that for **one** thing at one time, the use of *was/were able to* in the positive form is correct, e.g. *I was able to stop at the traffic lights* but that the use of *could* in the positive form for **one** thing is incorrect. We cannot say *I could stop at the traffic lights.*
- Try to elicit examples to contrast general ability with ability to do one thing, e.g. *Rich people could buy a Silver Ghost* (correct general ability) and *I could buy a sandwich* (incorrect use for one thing at one time).
- If students need further explanations, tell them to look at page 18 of their Student's Book. If necessary, discuss it with them.

C SPEAK

Aim: to use *could (not)* and *was/were (not) able to* to talk about general ability and ability to do one thing.

1

- Ask a student to read the example.
- Give students a short time to think of general things they *could (not)* do at various ages (e.g. at two, five and ten years old).
- Let students have some time to work in pairs to talk about their abilities at these ages.
- After a suitable period, ask a few pairs to repeat their conversations to the rest of the class.
- Ask the class if there were any students who could do any unusual or surprising things at these ages, for example talk at an early age, speak two or three languages, run very fast etc.

2

- Ask a student to read out the example.
- Give students a short time to think of one particular thing they *could not* do and what they *were able to* do instead. If necessary, help them with prompts, e.g. ill/go to school/watch (Answer: *I was ill yesterday. I couldn't go to school but I was able to watch TV.*); raining/play football outside/play chess inside (Answer: *It was raining yesterday. I couldn't play football outside but I was able to play chess inside.);* in the mountains/use my mobile/no signal/use a phone/café (Answer: *I was in the mountains yesterday. I couldn't use my mobile because there was no signal but I was able to use a phone in a café.*) etc.
- Let students have some time to make up examples in pairs.
- After a suitable period, ask a few pairs to say their sentences to the rest of the class.

Note: Remind students to bring their Activity Books to their next English lesson.

▶ Lesson 4 Student's Book p15

To start …

- With books closed, ask students to work in pairs for two minutes to recall as much information as they remember from the text about cars.
- Encourage the whole class to supply information. You can prompt students with the beginnings of sentences, for example say: *In 1885 Karl Benz began selling …* to elicit the rest of the sentence *… cars with petrol engines.*
- Ask students to read the text on page 14 quickly again.

Note: When eliciting information and helping students to recall a text, do not insist that students use the exact words that are written in the passage. Students can put the ideas into their own words.

D READ AND SPEAK

Aim: to recycle the main information in the reading passage and use it to practise unit grammar in a new context. This activity gives students an opportunity to develop their thinking skills.

- Ask individual students to read out the list of people 1–5 in D.
- Write the list on the board. Ask students to work in pairs and discuss briefly what kind of lives the people have or had. They can use the information from the text on page 14 for ideas.
- After a short period, ask the class for their ideas about the lives of the people listed.
- Ask individuals to read out the comments a–e.
- Let students think about the comments for a short time, and then ask them to individually match the comments to the people who might say them.
- Put students into pairs to compare answers and agree on common answers. As they do this, the pairs should think of reasons for their choices.
- Ask individuals to give their answers and to explain why they matched a comment to a particular speaker. For example the comment: *My work is boring, but the pay is good. Soon, I'll be able to buy one of the cars I make* is the comment of a Ford worker 100 years ago because they worked on a production line in a factory; this was probably very boring.

Answers

1b 2d 3e 4c 5a

E GRAMMAR

Aim: to introduce the past perfect and its use with the past simple.

- Say the verbs from the example sentences. Tell students to listen and name the tense of the verb, either past perfect or past simple.
- Write on the board : *By 1896, he ______ (sell) 130 cars. After Benz ______ (show) the way, others ______ (follow). Others ______ (follow) after Benz ______ (show) the way.* Ask students to suggest the correct tenses of the verbs.
- Ask students: *Why do we use the past perfect in these sentences?* (Answer: *To show that an action or a situation happened at a point before another action or situation in the past.*)
- Highlight the use of the past perfect in the example sentences. In the first, *Benz had sold 130 cars* **before** 1896. In the second, there are two past actions *Benz showed the way* and *Others followed (his example).* Explain that *Benz showed the way* **before** *others followed (his example)* and we can show the order of these actions by using the past perfect with the action that took place first.
- If students need further explanation, tell them to look at page 18 of their Student's Book. If necessary, discuss it with them.

2

- Tell students to work in pairs and find more examples of the past perfect in the text on page 14. Then ask one or two pairs to read out their sentences to the rest of the class.

3

- Copy the time line from page 15 on the board.
- Ask an individual student to read the prompts.
- Students work in pairs to make statements about the time line.

F SPEAK

Aim: to discuss the advantages of cars and problems that they can bring.

- Ask an individual student to read the car owner's comment (c) from D *Read and Speak.*
- On the board write these headings: *Advantages of cars; Problems cars cause; What can we do?*
- Point to the headings and explain that students are to think of ideas to put under each one.
- Get students to copy the headings and give them a short time to note down their ideas about them.
- When all the students have made some notes, let them compare their ideas in pairs.
- Elicit ideas from the class and write the best ideas on the board and tell students to copy them.

Note: Remind students to bring their Activity Books to their next English lesson.

▶ **Ask students to open their Activity Books at pages 12 to 13 and do some of the activities in class or finish them at home for homework.**

Telling a story

Lesson 5 Student's Book pp16–17

To start …

- Write on the board: *Where did you go? Why did you go? How did you travel?*
- Ask students to think of long journeys they have made for enjoyment, e.g. to go on holiday or to see family members.
- Give students a short time to think about the questions and then get them to ask and answer the questions in pairs.
- After a short time, ask students to tell you about any interesting, happy or unusual long journeys they have made.

A LISTEN AND SPEAK

Aim: to improve students' listening skills and to use the unit vocabulary and grammar in a new context.

1

- Tell students to open their Student's Books at page 16.
- Ask them to look at the map. Ask: *What sort of travel is shown on the map?* (*train*).
- Tell students to put their finger on the map at London and move up the railway to Oxford and then Birmingham. Tell students that they should do the same with their finger on the map to show the traveller's journey as they listen to the recording.
- Play the recording.
- Students should compare their understanding of the route in pairs.

CD script Track 09

Sam *Hi, Ed.*
Ed *Oh, hi, Sam! Listen, where were you last Friday? We didn't see you at football practice.*
Sam *It's quite a story.*
Ed *Tell me all about it.*
Sam *Well, it was like this. You see, I wanted to go to London to stay with my cousin on Friday evening. He'd invited me to his birthday party on Saturday, you see.*
Ed *That's nice. Did you go by bus or by train?*
Sam *By train. I planned to catch one at 6.15 and get to London by 7.20, but I got to Oxford Station a bit late. It was already nearly 6.15.*
Ed *So what happened?*
Sam *Well, I saw a train at the station, ready to leave, and I thought that must be it. So I ran, and I was able to get on just in time! And we left at exactly 6.15.*
Ed *Well done!*
Sam *Not really. You see, there was one small problem. Guess what! I'd made a mistake and I'd got on the wrong train!*
Ed *No! You can't be serious! When did you find out?*
Sam *A minute later, just after we'd left the station. I saw an electronic sign which said, 'Next stop Birmingham.' I'd got on the fast train in the wrong direction!*
Ed *Really! So what did you do?*
Sam *Well, I couldn't get off the train, so I had to go all the way to Birmingham. Then I had to wait for ninety minutes for the next fast train back through Oxford to London.*
Ed *Really? You had to wait for an hour and a half? That seems a long time. Was that all you could do?*
Sam *Yes, that was the only solution! And you know what?*
Ed *What?*
Sam *I'd planned to get from the station in London to my cousin's house by 8.00, but believe it or not, I didn't get there till 11.20 that night!*
Ed *That's terrible! Well, I just hope you enjoyed the party after all that!*

2

- Tell students to look at the picture. Ask: *Where is Sam?* (Answer: *On a train.*) *Where did he start his journey?* (Answer: *Oxford.*)
- Ask individual students to read the questions.
- Play the recording.
- Ask students to work in pairs to ask and answer the questions.
- Elicit the correct responses from the class.

Answers

1 *(e.g.) That's lucky. I was just in time to catch the train.*

2 *He had arrived at the station late and it was nearly time for his train.*

3 *The train left but it went in the wrong direction.*

3

- Tell students to open their Activity Books at page 14, and look at Activity 2A.
- Ask individual students to read the prompts about Sam's journey and elicit suggestions for the missing information. Do not confirm or correct the suggestions at this point.
- Play the recording again while students complete the missing information.
- Ask students to compare their responses in pairs.
- Play the recording a final time for students to check their answers. Elicit the correct answers from individual students and write them on the board. (Students will need accurate answers for a writing exercise after this.)

Answers (AB p14 Activity 2A)

1 London 2 cousin 3 birthday party 4 Saturday
5 train 6 7.20 7 6.15 8 minute 9 Birmingham
10 an hour and a half 11 Oxford 12 11.20 at night

B PRONUNCIATION

Aim: to practise listening to and saying sentences and phrases in which intonation is used to indicate interest and attention.

1

- Tell students to listen as you read out the pairs of sentences 1–8 a and b. Sound interesting for sentences 1–4 and sound interested for sentences 5–8.
- Explain the task. For each sentence 1–8 students listen and identify the correct version, a or b, which they hear.
- Play the recording as students select their answers.
- Students compare their answers in pairs. Play the recording again for students to check their answers.

CD script Track 10

1

Narrator *Sounding interesting.*
1 Sam *It's quite a story.*
2 Sam *Well, it was like this. You see …*
3 Sam *Guess what!*
4 Sam *And you know what?*

Narrator *Sounding interested.*
5 Ed *Tell me all about it.*
6 Ed *No! You can't be serious!*
7 Ed *Really!*
8 Ed *That's terrible!*

Answers

1a 2a 3b 4b 5b 6b 7a 8b

2

- Play the recording again and ask students to listen and point to each sentence as they hear it.
- Tell students to repeat the sentences as they listen to the recording again.
- Finally ask individual students to read the correct sentences to each other without the recording. Encourage them to sound interesting and interested.

C SPEAK

Aim: To practise saying utterances using intonation to indicate interest and attention.

1

- Ask students to read the dialogue quietly and think about how they would say the sentences.
- Ask a few comprehension questions. For example, *Who was late, Sam or Ed?* (Answer: *Sam.*) *Where did Sam want to go?* (Answer: *London.*) *Who had invited Sam to a party?* (Answer: *Sam's cousin.*) *Did Sam go by bus or train?* (Answer: *by train.*)
- Tell students to work in pairs and decide who will play Sam and who will play Ed.
- Demonstrate the dialogue with one of the students or ask a pair to demonstrate it.
- Students work in pairs and act out the conversation, trying to sound interesting and interested.
- After the students have practised, ask a few pairs to act out the dialogue to the rest of the class.

2

- Draw students' attention to the second extract of the conversation on Student's Book page 17. Ask them to read it quietly, using intonation to indicate interest and attention.
- Ask a few more comprehension questions, for example, *What was the time?* (Answer: *6.15.*) *What did Sam see?* (Answer: *A train at the station, ready to leave.*) *What was the problem?* (Answer: *Sam had got on the wrong train.*) *When did Sam find out his mistake?* (Answer: *Just after the train had left the station.*)
- Tell students to act out this extract of the conversation. Follow the same procedure as above.

Note: At the end of the class remind students to bring their Activity Books to the next English class.

▶ Lesson 6 Student's Book pp16–17

D WRITE

Aim: To prepare the students to write an account of a journey.

1

- Give students a minute or two to think and recall the details from the story of Sam's journey to his cousin's birthday party. (If they cannot recall much, it might be necessary to re-play the recording from Lesson 5.)
- Let students discuss the story in pairs, and then elicit details from the whole class.
- Tell students to look at section D and ask: *Why is Sam writing about his journey?* (Answer: *Because his teacher has asked everyone to write a short essay on* What I did at the weekend.)
- Tell students to look at the plan to write Sam's story in three paragraphs and ask individual students to read out the paragraph titles (1–3).
- Tell students to look at the three topics sentences (a–c) to introduce each paragraph and ask individual students to read them out.
- Let students work in pairs and match the paragraph titles to the topic sentences. Then check the answers with the whole class.

Answers

1b 2c 3a

▶ **Ask students to open their Activity Books at page 15 and do Activity 2B in class. Please see suggested procedures 2 and 3 below.**

2

- Tell students to look at Sam's essay *What I did at the weekend* in their Student's Book page 17. Also, refer students to the notes from A3 (in Activity Book page 14, Activity 2A).
- Tell students to work in pairs. They should use the notes to fill the gaps 1–12 in Sam's essay. They should do this **orally** at this point.
- Check the missing information with the class.

3

- Refer students to the essay in the Activity Book page 15, Activity 2B.
- Students should now complete Sam's essay in **writing**, inserting the correct topic sentences a–c, adding the information from Activity Book page 14, Activity 2A and putting the verbs in brackets in the past simple or the past perfect, as appropriate. Tell students to work individually.
- After a time, put students into pairs to compare and correct their work.

Answers

On Friday evening, I had plans for a short trip. I wanted to travel to (1) London to stay with my (2) cousin, who was having his (3) birthday party on (4) Saturday. I planned to go by (5) train and get there at (6) 7.20. I got to the station a bit late, and I saw a train there, ready to leave. So I ran, and I was able to get on it and leave at the right time – (7) 6.15.

However, there was a problem. A (8) minute later, just after the train had left the station, I realised that I had made a mistake and I had got on the wrong train. I had caught the fast train to (9) Birmingham!

There was only one possible solution. I could not get off the train, so I had to go all the way there. Then I had to wait for (10) an hour and a half for the next fast train. After that, I was able to travel back through (11) Oxford to London, and I finally arrived (12) at my cousin's home at 11.20 at night.

E UNIT TASK

Aim: to produce an account of a journey at the end of the unit to develop writing skills and use the unit grammar, vocabulary and topics in a new context.

1

- Ask students to think of a journey they once made, perhaps with their friends or family, when something went wrong and they solved the problem. If necessary, give a short example from your own experience. The journey can be by any form of transport. It does not have to be like Sam's journey by train.
- Write questions on the board to help guide students, for example: *Where did you go? When did you go? Who did you go with? What went wrong? What did you do to solve the problem?*
- Ask these questions to individuals in the class.
- Refer students to Student's Book page 17 E1. Give them a bit more time to think about: *1 the plans and how the journey started 2 what went wrong 3 the solution (to what went wrong).*
- Let students make brief notes of their ideas, but they should not begin writing yet.

2

- Ask students to look at Student's Book sections B and C (pages 16 and 17) and find useful expressions which will help them tell their story.
- After a short time, elicit students' suggestions for useful expressions and note them on the board.

3

- Remind students about intonation, and write two expressions from B1 on the board. Say the words with intonation to indicate interest and attention. The students should repeat after you.
- Let students work in pairs. They should tell each other their stories. Remind students to try to sound interesting when speaking and interested when commenting on their partner's story and asking questions about it.

▶ **Ask students to open their Activity Book at page 15 and do Activity 3 in class. You may want them to do this activity in class, or, if you are short of time, let them start in class and then finish the activity at home.**

4

- Ask students to write their stories in their Activity Books page 15 Activity 3. They should use the title: *What happened when I went to ….*
- When students finish, they can show their finished work to groups or partners in the class.

LANGUAGE FOCUS

- This summarizes the main grammar points and the vocabulary of the unit. It also gives the students useful tips to improve their learning. This material is not strictly for classroom use, but you can take advantage of it during the unit or as a separate revision of the main parts of the lesson.

TO HELP YOU STUDY

- This section gives students useful techniques to improve their vocabulary, spelling and learning strategies. There are suggested activities to help students start using some of the techniques.

Important note: Every student has different strategies to learn a language. These are recommended techniques but students have to find their own best way of learning. Use these ideas to help them find their favoured methods. These ideas are not for assessment.

Note on To Help You Study

Activities 3A and 3B on Activity Book page 17 deal with contracted and full forms. Full forms of auxiliary and modal verbs (for example *be, do, have, can*) should be used in formal letters and emails, for example those to a company or to a person of standing or authority. Contracted forms of auxiliary and modal verbs can be used in informal letters and emails, for example letters and email to friends or family members.

Greetings and closes to formal and informal letters and emails also differ. Formal letters usually start with *Dear* followed by the title of the person such as *Mr, Mrs* or *Miss*, followed by the person's family name. Such letters usually finish with the phrase *Yours sincerely.* If the writer does not know the name of the person receiving the letter or email, the greeting is *Dear Sir* to a man or *Dear Madam* to a woman. Sometimes the greeting *Dear Sir or Madam* is also used. Such letters usually finish with the phrase *Yours faithfully.*

In an informal letter *Dear* and the person's first name is usually used to start the letter. The greeting *Hi* and the person's first name is common in informal emails. Informal letters or emails to close family members often finish *Love* and the sender's first name. Informal letters and emails to friends often finish *Best wishes, Regards* or *All the best* and the sender's first name. Sometimes the sender does not use any words or phrases and signs his or her first name to finish.

The weather has been changing.

Lesson 1 — Student's Book p20

Grammar
Tense markers for the past simple and present perfect
Present perfect and present perfect continuous tenses

Vocabulary
Weather conditions; vocabulary related to descriptions of change; Vocabulary list p27

To start …

- Mix up the words from A1 and write them on the board without spaces (for example: *sunnysnowrain windyiceicywindcloudysuncloudrainysnowy*), like a word snake.
- Ask students to find the words in the word snake and copy them into their copy books.
- Say the words for students to repeat.
- Get students to pair matching forms of words (Answer: *cloud/cloudy, ice/icy, rain/rainy, snow/snowy, sun/sunny, wind/windy.*)
- Ask students: *What is the connection between the words?* (Answer: *They are nouns and adjective forms of words that describe weather.*)
- Ask: *How do you change the noun forms of these words to adjectives?* (Answer: *Add 'y' to the nouns.*)

A LISTEN AND DO

Aim: to recycle and introduce unit vocabulary. Students also practise listening for the order of specific information.

1

- Tell students to open their Student's Books on page 20. Tell them to study the pictures for one minute and then close their books.
- Ask questions about the pictures, for example: *What kind of information do the maps show?* (Answer: *Weather information.*) *Which four countries do the maps show?* (Answer*: Iraq, Japan, Italy, Britain.*) *What kind of weather information is shown?* (Answer: *rain, cloud, sun, temperature, wind direction.*)
- Tell students to copy the words in the table.
- Play Part 1 of the recording while students note the number of the words in the order they hear them. (Note that one of the words, *sun,* is not on the recording.)
- Give students a minute or two to compare and discuss answers.
- Play the recording again.
- Ask one or two students to give the order of the words as they occur in the recording.

CD script Track 11

Part 1

M1 *The weather is windy in central areas, but it is still nice farther south-west. It was fine up in the north until a week ago, but now winter has just arrived with lots of snow on the mountains and ice on the lakes. In fact, it's snowy everywhere in the north now. And the roads got icy last night, so we really have to drive carefully.*

F1 *It's been rainy and cloudy here recently. It's rained up here in the north today, and it rained yesterday and the day before yesterday, too. It was really wet yesterday evening. In the south, there's been a lot of cloud for the last few days, but there hasn't been much rain.*

M2 *The weather in the north has been quite different from the weather in the south during the past week. In the south, it's still quite hot and sunny, and it hasn't got much cooler yet. Up here in the north, it's cloudy and also very windy. It's a cold wind from the mountains, and everyone feels that winter has already started.*

Answers

12 (= windy), 7 (= snow), 3 (= ice), 8 (= snowy), 4 (= icy), 6 (= rainy), 2 (= cloudy), 1 (= cloud), 5 (= rain), 10 (= sunny), 11 (= wind)

2

- Tell students to copy the table.
- Play Part 2 of the recording while students complete the missing information.

- Give students a minute or two to compare and discuss answers.
- Play the recording again.
- Ask one or two students to give the order of the words as they occur in the recording.

CD script Track 12

Part 2

F2 *The weather is going to be very different in different parts of Britain tomorrow. South-west England will have a very good day, and temperatures will be from fourteen to fifteen degrees Celsius, and there will just be a very light wind from the west with speeds from five to ten miles per hour. Compare that with north-east Scotland. There, things will not be nearly as nice. Wind speeds will be from fifty to fifty-five miles per hour, and it'll be a cold wind from the south-east. Temperatures will range from five degrees to just three.*

Answers

	south-west	north-east
Temperature: °C (degrees Celsius)	*14°–15°*	*3°–5°*
Wind speeds: mph (miles per hour)	*5–10 mph*	*50–55 mph*

B GRAMMAR

Aim: to recycle the use of tense markers with the past simple and the present perfect.

1

- Write one regular and one irregular verb on the board, for example *watch* and *take*. Ask students: *What form do these verbs have in the past simple and present perfect?* (Answer: *watched* and *has/have watched*; *took* and *has/have taken*.) If necessary, very briefly remind students how to form both tenses.
- Ask students to think of tense markers which are often found with verbs in the past simple, such as *yesterday* and *last week/month/year* and tense markers which occur with verbs in the present perfect, such as *ever, never, for* (*a period of time*). Write the words on the board.
- Prompt students to add words, and then ask one or two individual students to read out the words from the list on page 20.
- If students need more information, turn to page 26 Lesson 1: Tense markers, and read the information.

2

- Tell students to copy the time markers 2–7 and b–g in two columns next to each other in their copy books.
- Play Part 1 of the recording twice. Students should tick the time markers they hear.
- Ask individual students to name the time markers that they heard in the recording.

Answers

Tense markers with the past simple		Tense markers with the present perfect	
2 yesterday	✔	b during / in the past / last (week)	✔
3 the day before yesterday	✔	c just	✔
4 the (month) before last		d already	✔
5 (a week) ago	✔	e not … yet	✔
6 back in (the spring)		f for the last / past (few days)	✔
7 last (night)	✔	g since (last January)	

3

- Ask individual students to read out the prompts in B3.
- Play Part 2 of the recording to remind students about the weather information they heard about Britain.
- Put students in pairs to complete the missing information and make statements about the weather information that they heard in A1 and A2.
- Ask individual students to make statements about the weather to the rest of the class.

C SPEAK

Aim: to practise using tense markers with past simple, present perfect and future form verbs.

1

- To prepare students for the activity, write the instructions 1–3 from C1 about the weather in Kurdistan on the board.

- Explain that students are going to talk about the weather in Kurdistan last week, so far this week and the weather tomorrow. Elicit which forms students should use (Answer: *1 past simple 2 present perfect 3 future with will*).
- Point to each instruction in turn and ask students to suggest ideas about weather conditions. If necessary, note these very briefly on the board.
- Put students in pairs to talk about the weather in Kurdistan.
- After an appropriate time, ask one or two pairs of students to repeat their conversation for the rest of the class. Ask the rest of the class to listen, monitor the use of tense markers and verb forms and help to correct serious errors.

2

- Ask students to think about unusual conditions they have experienced, for example strong winds, very hot weather, dry days, deep snow, heavy rain, etc.
- Ask questions, such as *When was the strongest wind you have ever known? When was the deepest snow you have ever seen?* Get students to answer in complete sentences with time markers and add details. For example: *The strongest wind I have ever known was two years ago. It was high in the mountains. The wind was very strong and I was very cold.*
- Let students work in small groups of three or four to talk about unusual weather they have experienced.
- Ask a few of the groups to say their weather sentences to the rest of the class. Encourage them to add as many details about the weather as they can.

Note: Remind students to bring their Activity Books to their next English lesson.

▶ Lesson 2 Student's Book p21

To start …

- Bring a picture of the earth to class or draw a very basic globe on the board. Indicate or draw a line to represent the equator.
- Pointing to the relevant places as you speak, ask: *Is Kurdistan in the north, here, or in the south, here?* (Answer: *the north*).
- Repeat this technique for Britain. (Answer: *the north*) and Australia (Answer: *the south.*)
- Point to the northern part of the globe and ask part of the question: *If it is summer in the north …* . Then point to the southern part of the globe and complete the question *… what season is it in the south here?* (Answer: *It is winter.*) Elicit or tell the students the answer.
- Elicit the idea that opposite parts of the world, north to south across the equator, have their seasons at different times of the year.

D LISTEN AND READ

Aim: to improve students' abilities to listen to and read for specific information.

- Ask students to look at the picture on page 21 and think about what they see.
- Put them into pairs. Ask them, **without** reading the text, to describe what is happening and what else they can see.
- Ask one or two individual students to read the sentences about the context of the conversation. (*It is February. Lucy lives in London and is phoning home to Melbourne, Australia.*) Ask: *Where is Lucy?* (Answer: *London.*) *Who is Lucy phoning?* (Answer: [Probably] *Her mother.*) *What month is it?* (Answer: *February.*)
- In light of the discussion at the beginning of the lesson, elicit the fact that as the month is February, in London the season is winter (as it is in Kurdistan). Go on to elicit the fact that when it is February in Melbourne, Australia, the season is summer.
- Write these questions (do not write the answers) on the board: *What's the temperature in Melbourne?* (Answer: *46°.*) *What has been burning for days now?* (Answer: *wildfires / forest fires.*) *Why is the weather very dry?* (Answer: *It hasn't rained recently / They haven't had any rain recently.*) *What's strange about the weather in England?* (Answer: *It's been quite warm for winter.*) *What is changing round the world?* (Answer: *the climate.*)
- Tell students to close their books and listen to the conversation.
- In pairs, students can discuss the answers from memory, and then elicit answers from individual students.
- Play the recording again, but this time students should follow the conversation in their books.
- Tell students to look at the question-writing activity. Write this example sentence on the board: *<u>They</u>'ve been getting up to 46°.*
- Tell students to replace the underlined word with *what* or *who*. For example: *(What/Who) have been getting up to 46°?*

- Students look in the text and find the information. (Answer: *Temperatures have been getting up to 46°.*)
- Students then write the question: *How high* (or *How hot*) *have temperatures been getting?* They should produce the answer: *They've been getting up to 46°.* If necessary, give another example with the second prompt *They've been burning for days.*
- Students work in pairs to write the other questions.
- Ask individual students to read out the questions to the rest of the class. Encourage the rest of the students to confirm correct answers or correct wrong answers.

CD script Track 13

Lucy *How's everything, Mum?*

Mum *Terrible! It's so hot! Temperatures have been getting up to 46 degrees for the past month. Have you heard about the wildfires in the forest near Melbourne?*

Lucy *Yes, I was watching them on the news last night. They're spreading.*

Mum *Yes, they've been burning out of control for days now.*

Lucy *But why are they so bad this year?*

Mum *Because everything's as dry as a bone and ready to burn. We haven't had any rain recently. And the strong winds we've been getting have been making the fires worse.*

Lucy *Have they been causing much damage?*

Mum *Yes, they're a disaster! Lots of people have lost everything. Send us some of your cold English winter, please!*

Lucy *Well, the weather here is strange, too. It's only February, but it's quite warm and sunny, and some spring flowers have already started flowering.*

Mum *Really!*

Lucy *Yes, really. Spring has been starting earlier and earlier these last few years, and autumn has been going on later. This year, we haven't really had a winter.*

Mum *What's happening to the world?*

Lucy *Well, the scientists have been warning us about global warming for ages. Perhaps the climate really is changing!*

Answers

1 *How high (hot) have temperatures been getting?*
2 *How long have the fires been burning?*
3 *How much rain has there been?*
4 *What have the fires been causing?*
5 *What is the weather like in England?*
6 *What have scientists been warning us about?*

DID YOU KNOW?

- Ask students to read this individually. Ask brief questions such as: *What is this about?* (Answer: *Changes in weather.*) *What has happened in south-east Australia?* (Answer: *Temperatures have risen by about 1.5°.*) *What is different about winters in some northern countries?* (Answer: *They have been getting shorter and less cold.*)
- Ask students: *Do you think the climate in Kurdistan is changing*? Ask students to give brief details and to explain their opinions.

E GRAMMAR

Aim: to compare and contrast the form and use of the present perfect and the present perfect continuous.

1

- Write the sentences from the box on the board, but write the verbs in brackets: *Lots of people ______ (lose) everything. They ______ (burn) for days now.*
- Ask students to change the verbs to the present perfect and present perfect continuous.
- Point out the difference in meaning.
- If students need more information, turn to page 26 Lesson 2 and discuss the information with them.

2

- Tell students to look at the conversation in section D again and find more examples of verbs in the present perfect and present perfect continuous.
- Tell students to work in pairs to do this.
- After a short time, ask pairs to read out their sentences to rest of the class.

F SPEAK

Aim: to practise the form and use of the present perfect and the present perfect continuous.

- Write these words on the board: *temperature, weather* and *day*. Elicit verbs or phrases which can go with these words. For example, the verbs *go up, increase, rise, go down, fall, decrease* can go with *temperature.*

- Point out that students should speak about changes in weather between the present month and last month in Kurdistan (not climate change in general).
- Ask individual students to read the prompts and give students a short time to think about the situation.
- Tell students to work in pairs and use the prompts to talk about changes in the weather. They should use the correct verb tense and forms.
- After the paired practice, ask one or two pairs to say their ideas to the rest of the class.

▶ **Ask students to open their Activity Books at pages 18 and 19 and do the activities in class, or, if you are short of time, let them start in class and then finish the activities at home.**

Note: Remind students to bring their Activity Books to the next class.

Can you imagine living like that?

Lesson 3 Student's Book pp22–23

Grammar
Verbs used with adverbs or with adjectives or nouns to describe change
Verbs + infinitive or + *-ing* form

Vocabulary
Words connected to the climate; words used to describe changes; Vocabulary list p27

To start …

- Students should know quite a lot of words connected with climate. Start with a game of guess the word. Draw seven dashes on the board (__ __ __ __ __ __ __). Students say seven-letter English words until they guess the topic word (*climate*).
- Develop a spider diagram with the word *Climate* in the centre connected to three groups *weather nouns, weather adjectives* and *weather verbs*. Tell students to copy the diagram.
- Put students in small groups of three or four. Give them a short time to list as many words as they can think of connected to the word groups.
- Ask around the class, from one group to the next, for their words (which should be different from previous words). The group which can continue longest and give the most words is the winner.

A READ

Aim: to improve students' reading skills and to give them useful information about how and why the world's climate may be changing.

- Tell students to look at the pictures, chart and diagrams on Student's Book page 22.
- After a minute or two, ask them to predict from the pictures what kinds of information they might find in the text (they should not read the text). Write their ideas on the board.
- Give students a short time to read the text quickly.
- Tell them to close their books and refer back to the information on the board. Tick the predicted words or ideas which they actually found in the text.
- Ask students to open their books to the multiple-choice questions on Student's Book p23. Ask individual students to read out the questions and possible answers.
- Based on their previous reading but without looking at the text at this point, let students, working individually, choose the option they think best answers each question.
- Students, in pairs, compare their answers and discuss why they chose them.
- Have students read the text again in pairs and check their answers. They should point to the sections of text which provide the information for their answers.
- After reading, ask individual students to say the answers to the rest of the class and get other students to read the section of text containing the correct answer.

Answers

1a 2c 3a 4c 5c

- To conclude A1, focus on some vocabulary in the text. Ask students to explain the following:
  a) *a **top** climate scientist* [line 3, top left under TV picture] (Answer: *a **top** climate scientist* is *a leading or expert climate scientist.*)
  b) ***much faster*** in the sentence *temperatures are rising **much faster*** [lines 4/5 bottom left under the temperature chart] (Answer: *Temperatures in the Arctic and Antarctic are rising **much faster** now than they were before.*)
  c) ***also*** in the sentence *there's **also** been a steady rise in CO_2 levels* [line 7/8, top right] (Answer: ***also** refers to the rise in temperature together with the rise in CO_2.*)
  d) *parts per million* in the phrase *560 parts per million* [line 9 from bottom of right] (Answer: *560 parts of CO_2 in a million parts of air.*)
- If necessary, ask students to read the text again, referring to the vocabulary on page 27.

B GRAMMAR

Aim: to increase students' awareness of verbs + adverbs or verbs + adjectives + nouns which are used to describe change.

1

- Write these sentences: *Average temperatures have been rising* and *There has been a steady rise in CO_2 levels.*
- Ask students to identify the verb + adverb in the first sentence (Answer: *have been rising steadily*) and the verb + adjective + noun in the second sentence (Answer: *has been a steady rise*).
- If students need further explanations, tell them to look at p26 Lesson 3 of their Student's Book. If necessary, discuss it with them.

2

- Use the target language to describe the temperature changes shown in the charts in B2. Use the prompts under the three charts to elicit the following sentences:

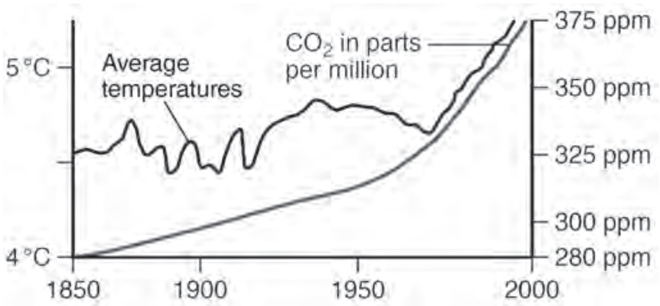
  Chart 1: *Temperatures/are rising rapidly; There is a rapid increase in temperatures.*

  Chart 2: *Temperatures are falling slightly; There is a slight decrease in temperatures.*

  Chart 3: *Temperatures are remaining steady.*

3

- Copy this chart on the board. (It is a simplified version of the chart on Student's Book page 22.)



- Point to the chart and ask what was happening at these times: *Before 1800, From 1850 to 1910, In the 1950s, During the 1990s.*
- Help the students to produce these sentences about the temperature changes:

  A *Before 1800, temperatures were steady.*

  B *From 1850 to 1900, there was a slight increase in temperatures.*

  C *In the 1950s, there was a rapid increase in temperatures.*

  D *During the 1990s, temperatures increased very quickly.*
- After students have practised the sentences as a class, students can practise them in pairs.

C SPEAK

Aim: to practise *verbs + adverbs* or *verbs + adjectives + nouns* to describe change.

- Ask students to look at the chart on Student's Book page 22. The purpose of this activity is to give them a chance to practise *verbs + adverbs* and *verbs + adjectives + nouns.*
- Demonstrate the task with the aid of the example in the book. Tell students to work in pairs. One student chooses a period on the chart from 1850 to 2000 (for example in the 1950s) and describes the changes without naming the period: *Temperatures fell slightly for five years and then there were steady rises during the next fifteen*. The second student listens and tries to identify the period which is being described: *You mean the 1950s and 1960s, don't you?*
- In pairs, students alternately describe the change in temperature for a period of the chart and guess which period is being described.
- After a suitable period, ask a few pairs to repeat their statements to the rest of the class.

Lesson 4 Student's Book pp22–23

To start …

- With books closed, ask students to work in pairs for two minutes and to recall as much information as they can from the texts about climate change.
- Encourage the whole class to supply information. One way to do this is to prompt students with incorrect statements about the text on Student's Book page 22 and ask them to correct the statements. For example, say: *Dr Mori is a top TV presenter* to elicit the correct sentence *No, she is a top climate scientist.*
- Continue to make five or six other incorrect statements about the text for students to correct.

D READ AND SPEAK

Aim: to summarize the main information in a reading passage and to contextualise unit grammar.

1

- Write these headings on the board: *Causes, Effects, Solutions*. Give students a short period to think about the information on *Our Changing Climate* they have listened to, read and spoken about in the unit.
- Put students in pairs or small groups of three or four. Ask them to think of information to go with these headings. They can use their Student's Books to help them.
- At the end of the discussion, elicit ideas from the students and write them under the appropriate heading, for example:

Causes	Effects	Solutions
rising levels of CO_2 *burning of fossil fuels* *pollution from cars and industry*	*rising temperatures* *dry regions are getting drier* *more and more storms* *shorter, less cold winters in some areas*	*stop polluting the world* *control production of CO_2*

Note: Remember, students do not have to use the same words as shown here. Also, they may need quite a lot of help to put their ideas into words.

- Set the context of D. Students have a summary of Dr Mori's ideas about the cause and effects of climate change. Sentence halves 1–7 are in the correct order, but sentence halves a–g are mixed up. Students need to match them to the correct first halves.
- Ask individual students to read sentence halves 1–7 and a–g to produce a summary of Dr Mori's ideas.
- Let students think about the parts of the sentences for a short time and then ask them individually to match the correct halves of the sentences. They should note their answers.
- Put students into pairs to compare and agree on common answers. As they do this, the pairs should look back at the text on page 22 to check their answers.
- Ask individual students to give their answers and explain why they matched the sentences. Ask the rest of the class to listen and agree or disagree.
- When all the sentences have been correctly matched, put students in pairs. Tell them to summarize Dr Mori's ideas without using their books.

Answers

1d 2c 3g 4f 5a 6e 7b

E GRAMMAR

Aim: to contrast verbs + infinitive and verbs + -ing form.

1

- Write the example sentences on the board, but write the second verb in each sentence in brackets as shown:
  1 *We expect* ______ (see) *the sea ice disappear.*
  2 *Can you imagine* ______ (live) *in a world like that?*
- Ask students to say the verbs in brackets in the correct form: (Answers: (1) *to see* (2) *living*).
- Point out that some verbs can be followed by either an infinitive or the *-ing* form, for example *begin* as shown in the table. Other verbs like this are *start, continue, prefer, like, hate* and *love*.
- Point out the difference between *I like (watching/ to watch films)*, which can be followed by either an infinitive or the *-ing* form and *I'd like (to watch a film)*. *Like* with *would* can only be followed the infinitive.
- Explain that *I like/prefer/hate/love (watching/to watch films)* refers to films in general but *I would like/prefer/hate/love (to watch a film)* refers to one particular film.
- For further explanations and examples, refer students to p26 Lesson 4 in the Language Focus section of their Student's Book. If necessary, discuss the information with them.

Note: Students cannot predict from the first verb if the verb which follows should be in an infinitive or in the *-ing* form. They have to learn what form of the second verb follows individual first verbs.

2

- Tell students to look at the conversation between Dr Mori and the TV presenter to find more examples of verbs that can be followed by either an infinitive or the *-ing* form.
- Get students to work in pairs to do this.
- Ask one or two pairs to read out their sentences to rest of the class.

F SPEAK

Aim: to contrast *like/enjoy/dislike/prefer + to do/ doing* in general and *would like/hope/expect/ prefer + to do*.

1

- Briefly remind students that general statements with the verbs *like/prefer/hate/love* can be followed by an infinitive or the *-ing* form.
- Ask students to give a few examples: *I like playing basketball*. *I like to go and have picnics in the mountains.*
- Get individual students to read out prompts in F1.
- Ask one or two students to say one or two sentences to illustrate the task.
- Students work in pairs and make statements about things *they like/love/enjoy/dislike/hate to do/doing* in winter, spring, summer and autumn.
- At a suitable time, ask one or two pairs to say their sentences.

2

- Draw students' attention to the verbs in F2. Elicit or point out that the verbs in F2 can only be followed by a second verb in the infinitive.
- Ask students to give examples: *I would like to play basketball this afternoon.*
- Follow the same procedure as in F1. Students work in pairs and make statements about *things they won't/would like/expect/hope/will try to do* during the winter holiday.

▶ **Ask students to open their Activity Books at pages 20 and 21 and do the activities in class, or, if you are short of time, let them start in class and then finish the activities at home.**

Note: Remind students to bring their Activity Books to the next class.

Describing past events and changes

LESSON 5 Student's Book pp24–25

A LISTEN AND SPEAK

Aim: to improve students' listening skills for gist and noting specific information and to recycle the unit vocabulary and grammar.

1

- Tell students to open their Student's Books at page 24.
- Tell them to look at the picture and ask: *What can you see?* Students discuss it in pairs then tell the class their ideas. For example: *I can see a town with a lot of industry. There is smoke and pollution in the air. I think the buildings in this town are quite old. Perhaps this is an old picture.* etc.
- Ask an individual student to read the instruction to A1.
- Play Part 1 of the recording. Students listen and identify the situation. If necessary, simplify the task by writing these questions on the board: *Who is visiting?* (Answer: *Dr Mori.*) *Which school is she visiting?* (Answer: *Valley Road Comprehensive.*) *What is she going to do?* (Answer: *Answer students' questions.*)
- Play Part 1 again. Students compare answers in pairs.
- Elicit the answers from the whole class.

CD script Track 14

Part 1

Head teacher *Well, everyone, I think most of us watched 'Our World' on TV last night and listened to the interview about climate change. Well, now, today, we're very lucky to have Dr Mori with us here at Valley Road Comprehensive. And she's agreed to answer your questions. Who would like to start?*

Answer

Dr Mori is visiting Valley Road Comprehensive to answer questions from the students.

2

- Ask individual students to read the notes quickly.
- Point out that notes are different from ordinary writing. For example: Notes contain main ideas but fewer details. Notes are shorter as small words are left out. We use abbreviations in notes like *v* (very), *e.g.* (for example), *C* (century).
- Explain that the notes in A2 are divided into two sections.
- Point out that there are two boxes with words in them. These are the missing words for students to use to complete the notes.
- Tell students to read the words in the boxes. If necessary, they can use the Vocabulary on page 27 to help with the meaning.
- Ask students to read the notes in A2 in pairs. They should try to guess which words from the boxes might complete the gaps in the notes. Do not confirm or correct students' responses at this point.
- Tell students to write the numbers 1–19 in their copy books
- Play Part 2 of the recording. Students should listen and write the missing words from the notes in their copy books.
- Students should work in pairs and discuss their answers.
- Play Part 2 of the recording again for students to check their answers. If necessary repeat the recording a third time.
- Elicit the correct responses from the class.

CD script Track 15

Part 2

Student 1 *Dr Mori, I'd like to ask this. Why exactly did global warming start when it did?*

Mori *That's a good question. As you know, human activities are probably the main cause of global warming. And a very important activity was the Industrial Revolution. That was when people started changing from growing things to making things. It started here in Britain in about 1750. And you see, the new industries needed many new factories.*

Student 2 *Excuse me, Dr Mori.*

Mori *Yes, of course.*

Student 2 *What sorts of thing did they make in those factories?*

Mori *They produced lots of things, including for example, cotton to make clothes and iron to make engines and other things. And these factories burned the dirtiest of the fossil fuels – coal – which produced lots of pollution and lots of carbon dioxide.*

Student 3 *But Dr Mori, do you mean that just this country alone caused global warming?*

Mori *Oh, no! In the early nineteenth century, the Industrial Revolution started spreading across Europe and then to America. So by 1850, there were thousands and thousands of polluting factories in many countries.*

Student 4 *Excuse me, but when exactly did global warming begin?*

Mori *That's a very interesting point. By about the same date – 1850 – global* CO_2 *levels and temperatures were beginning to rise slightly. That was the start.*

Student 5 *What's been happening since then?*

Mori *Since then industry's been spreading to other parts of the world, including my country, Japan, and now of course also to China. And so in recent years,* CO_2 *levels and temperatures have been rising faster. And this global warming is leading to climate change.*

Answers

1 Industrial Revolution 2 Britain 3 1750 4 factories 5 cotton 6 iron 7 coal 8 pollution 9 CO_2 *10 Europe 11 America 12* CO_2 *13 temperatures 14 Japan 15 China 16* CO_2 *17 temperatures 18 global warming 19 climate change*

3

- Ask students to look at the chart. Ask questions to help students to understand the information in it. For example: *What does the chart show?* (Answer: *The increase in global population.*) *How many years is the chart for?* (Answer: *300 years.*) *Which continent has the smallest population now?* (Answer: *North America.*) *Which continent will have the biggest population in 2050?* (Answer: *Asia.*)
- Now follow the same procedure for A3 as you did in A2. Play Part 3 of the recording while students listen and write the missing words from the notes in their copy books.

CD script Track 16

Part 3

Mori *The rising human population is making the situation much worse. Many more people in the world today means much more pollution and* CO_2*. This in turn is leading to much more global warming and climate change. The chart shows the huge population rise since 1750. At that time, the global population was about a billion. And it was rising quite slowly. However, in the early nineteenth century, it began to increase more quickly. And since 1950, it has been rising very, very rapidly …*

Answers

1 human population 2 people 3 pollution 4 CO_2 *5 global warming 6 climate change 7 chart 8 1750 9 population 10 billion*

▶ **Ask students to open their Activity Books at page 22 and do Activity 1 in class, or assign it for homework. If you have not set work from Activity Books pages 18–21, it would be a good idea to assign these pages for homework now.**

B PRONUNICATION

Aim: to practise listening to and saying words containing the sounds /ɒ/ (as in *f**o**ssil*), /oʊ/ (as in *gl**o**bal* and /ʌ/ (as in ***o**ther*).

1

- Tell students to copy the table from their Student's Book page 25. They should extend it as follows:

1	*f**o**ssil* /'fɒsəl/	*gl**o**bal* /'gloʊbəl/	***o**ther* /'ʌðər/
2			
3			
4			
5			
6			

- Explain the task. For each word they hear, students identify the vowel sound and write the word in the correct column of the table.

- Ask students to look at the word box and suggest which column of the table the words should go in (but don't correct their suggestions or let them write in the table at this point).
- Play Part 1 of the recording while students complete the task.
- After students compare their answers in pairs, play the recording again for students to check their answers.
- Say the words in each column for students to repeat.

CD script Track 17

Part 1

fossil global other
across alone bone clothes cotton love Monday month top

Answers

1	*fossil* /ˈfɒsəl/	*global* /ˈɡloʊbəl/	*other* /ˈʌðər/
2	*across*	*alone*	*love*
3	*cotton*	*bone*	*Monday*
4	*top*	*clothes*	*month*
5	*lot*	*hold*	*front*
6	*gone*	*know*	*stomach*

2

- Play Part 2 of the recording. Students should listen.
- Play Part 2 of the recording. Students should listen and repeat the phrases.

CD script Track 18

Part 2

fossil fuels
global warming
other countries
across Europe
this country alone
a broken bone
making clothes
a cotton shirt
I'd love to talk.
Monday afternoon
the month after next
the top of the hill

3

- Direct students back to the table in their copy books. It contains two blank rows.
- Tell students to complete the table by adding two new words in every column (the words must contain the same vowel sound as the rest of words in the column). If necessary, play Part 2 of the recording again to give students ideas for words to write.
- Ask students to work in pairs and compare their words. They can read the completed table to each other.

Note: Remind students to bring their Activity Book to the next class.

Lesson 6 Student's Book pp24–25

To start …

- Remind students about the context of the conversation on Student's Book page 25, by asking: *Who came to Valley Road Comprehensive?* (Answer: *Dr Mori.*) *What did the students ask her about?* (Answer: *Climate change and global warming.*)

C SPEAK

Aim: to recreate and act out a conversation.

1

- Tell students to open their Student's Book at page 25. Ask them to read the conversation in C silently.
- If necessary, play the recording of the conversation from Part 2 of CD script 15 again.
- Tell students to work in pairs and decide who will play Dr Mori and who will play the different students.
- Students work in pairs and act out the conversation.
- Ask a pair of students to act out the conversation to the class.

2

- Explain to students that they are going to act out a conversation between Dr Mori and students from Valley Road Comprehensive.

- Refer students to the notes and chart in A3 on Student's Book page 24. They should also refer to the notes of missing words in their copy books. If necessary, play the recording of Part 3 of CD script 16 to remind them what Dr Mori said.
- Students prepare for the role-play between Dr Mori and the students. They should use the information in the chart and their notes to help them. If necessary, discuss ideas as a class as well.
- When students are ready, move on to C3.

3

- Ask individual students to read out the expressions. Practise them as necessary.
- Students work in pairs to role-play a conversation as Dr Mori and as students. They use the expressions and examples in C3 to help them.
- After sufficient time, ask pairs of students to act out their conversations to the rest of the class.

D WRITE

Aim: to prepare the students to write paragraphs about the Industrial Revolution and climate change.

▶ **Ask students to open their Activity Books at page 22.**

- Give students a minute or two to think and recall the details of the Industrial Revolution and climate change from Lesson 5. If it is helpful, play Parts 1 and 2 of the conversation again.
- Tell the students to find the missing words (from the notes on Student's Book page 24 A2) that they wrote in their copy books. Also, refer students to their Activity Books page 22 Activity 2.
- Students should work in pairs. They should use the notes in their copy books to fill the gaps 1–20 in the notes for paragraphs 1 and 2 on page 22 of their Activity Books.
- Individually, students now expand the notes and write two paragraphs about the Industrial Revolution and climate change.
- Students work in pairs to read and check each other's paragraphs.

Answers to Activity Book page 22 Activity 2

The Industrial Revolution was a very important cause of global warming, which started in Britain in about 1750. The new industries needed many new factories to make, for example, cotton and iron. These burned coal, which produced pollution and CO_2*.*

In the early 19th century, industry started spreading across Europe and America. In about 1850, global CO_2 *levels and temperatures started rising slowly. Since then, industry has spread to Japan and China and other places. In recent years,* CO_2 *levels and temperatures have been rising rapidly, and now global warming is leading to climate change.*

E UNIT TASK

Aim: to produce a piece of writing about the rising human population and climate change.

▶ **Ask students to open their Activity Books at page 23.**

1

- Give students a minute or two to recall the information about the rising population and climate change from Lesson 5. If it is helpful, play Part 3 of the conversation again.
- Tell students to find the missing words (from the notes on Student's Book page 24 A3) that they wrote in their copy books. Also, refer students to their Activity Books page 23 Activity 3A.
- Students should work in pairs. They should use the notes in their copy books to fill the gaps 1–10 in the notes for the first paragraph in Activity 3A on page 23 of their Activity Books.
- Individually, students now expand the notes and write the first paragraph about the rising human population and climate change.
- Students should work in pairs to read and check each other's paragraph.

Answers to Activity Book page 23 Activity 3A

The rising human population is making climate change much worse. Many more people means much more pollution and CO_2*. This in turn is leading to much more global warming and climate change. The chart shows the huge population rise since 1750. At*

that time, the global human population was about a billion and was rising quite slowly. In the early nineteenth century, it began to increase more quickly. Since 1950, it has been growing extremely rapidly.

2

- Give students a minute or two to look back to the chart showing global population by continent on Student's Book page 24 Lesson 5.
- Tell them to look back at the work they did in C3 on Student's Book page 25.
- Refer students to their Activity Book page 23 Activity 3B.
- Ask individual students to read out points 1–3 and the topic sentence.
- If it is helpful, elicit ideas about the chart and draw a table on the board. For example:

1	*past changes in different continents*	*up to 1750 populations in all continents were growing quite slowly; the population was about a billion*
2	*changes coming up to the present*	*C19: the population began to increase more quickly; since 1950, rising very, very rapidly*
3	*predictions for the future up to 2050*	*population will continue to grow fast up to 2050*

- Students should work in pairs. They should use the chart and the information in the table on the board to write a second paragraph.
- Individually, students now write the second paragraph.
- Students work in pairs to read and check each other's paragraph.

Answers to Activity Book page 23 Activity 3B

The chart shows global population changes from the past to the present and into the future. Up to 1750, populations in all continents were growing quite slowly. Then, in the early nineteenth century, the population began to increase more quickly. Since 1950, populations have been rising very rapidly. In the future up to 2050, populations will continue to grow very quickly.

LANGUAGE FOCUS

- This summarizes the main grammar points and the vocabulary of the unit. It also gives students useful tips to improve their learning. This material is not strictly for classroom use but you can take advantage of it during the unit or as a separate revision of the main parts of the unit.

TO HELP YOU STUDY

- This section gives students useful techniques to improve their vocabulary, spelling and learning strategies. There are suggested activities to help students start using some of the techniques.

Important note: Every student has different strategies to learn a language. These are recommended techniques but students have to find their own best way of learning. Use these ideas to help them find their favoured methods. These ideas are not for assessment.

Answers

Factories produced e.g. v good cotton & iron.
Train leaves 6 a.m. & arrives 5 p.m.
Steel = 1.5m & weighs 7kg.
Car was travelling at 100mph (± 160kph).

- For further practice – in the opposite direction – you can write up the following on the board and have students in pairs create the expansion.
  Hurricane Andrew hit S FL, USA at ± 5 a.m., 24 Aug 1992 w. top speeds of ± 320 kph (±200 mph).

Answer

Hurricane Andrew hit the south of / southern Florida in the United States of America at about five o'clock in the morning on the twenty-fourth of August 1992 with top speeds of around 320 kilometres per hour, which is about 200 miles per hour.

- Call on individuals to make sections of the statement in full form and call another to the board to write up the full form. Draw attention to the big difference in length!

  You may also want to note that:
  a) when we write numbers, we usually write them in full up to ten (e.g. five), and then as numbers (e.g. 320);
  b) with dates, we nearly always write in a short form, e.g. 24th August or August 24, and that longer month names are often also shortened, e.g. August = Aug.
- You may want to finish by having students write the full and note-form statements in their copybooks.

REVISION

The rivers had risen.

Lessons 1 & 2 Student's Book pp28–29

Note: Divide lessons 1 and 2 according to how much material you think the class will cover across the two classes.

To start …

- Remind students of the context and the names of the characters in the Student's Book. Ask: *What are the names of the Kurdish teenagers who are in Britain?* (Answer: *Vana and Ari.*) *What is their surname?* (Answer: *Sherko.*) *What school do they go to?* (Answer: *Valley Road Comprehensive.*) *What are their friends' names?* (Answer: *Sophie and Jamie.*)
- Tell students the title: *The rivers had risen.* With closed books, give students a minute to think about and say what they think the story will be about. Ask for suggestions but don't correct or confirm their ideas at this point.

A READ

Aim: to revise the vocabulary and grammar of the first three units in new contexts; to develop reading skills for gist, for specific information, for inference, etc.)

1.1

- Tell students to look at the picture on page 29 of their Student's Book. Tell them to study the picture for one minute and then close their books.
- Ask questions about the picture, for example: *What kind of people are in the picture?* (Answer: *Young people/students/teenagers.*) *What are they doing?* (Answer: *Walking/going for a long walk.*) *Is the weather hot?* (Answer: *Probably not because some people are wearing sweaters or thick jackets.*) *Where are they walking?* (Answer: *In the country, probably in the hills.*) *Why are a lot of them carrying bags?* (Answer: *Probably to carry food, clothes and other things they will need during their trip.*)
- Students should discuss the answers in pairs. Then ask individual students to suggest answers. Accept any reasonable suggestions and do not insist that students give the specimen answers given here.
- Write two more questions on the board: *Why do you think all these young people are going walking? What do you think is going to happen in the story?* (Remind students of the unit title.)
- Students should discuss the answers in pairs. Then ask individual students to suggest answers and write their ideas on the board.
- Ask students to read Texts A–E on Student's Book page 28 quickly. After a short time, tell them to close their books.
- Refer back to the ideas on the board. Tick the words or ideas that students actually found in the texts.
- Tell them to copy the time chart in A1 into their copy books. Copy it on the board at the same time. Remind students to extend the time chart to include events 4–5.
- Have students read Texts A–E individually and complete the missing information on the time chart. They should note who took part in each report or conversation and at what time each conversation took place.
- After reading, let the students compare their answers in pairs.
- Ask individual students to read out their answers.
- As they respond, complete the time chart on the board.

Answers

1.1

1 newspaper report	*2 conversation (Sophie and Mrs Day)*	*3 conversation (Sophie and team)*
on Friday	*at 6 p.m. on Friday*	*6 p.m. on Saturday*

4 Conversation (Mr Day and Mr Sherko)	*5 radio presenter*
on Saturday evening (after the 6 o'clock news)	*1 p.m. Sunday afternoon*

1.2

- Students read Texts A–E again to find more information about times and events.
- Students in pairs discuss and make notes about times and events.
- Call on individuals to make statements from their notes (e.g. *The Valley Road Team arrived in Plymouth at 3 p.m. on Friday.*).

Answers

3 p.m., Friday:	*Valley Road Team arrived in Plymouth.*
3 p.m. to 6 p.m., Friday:	*Visit to the Aquarium.*
9 a.m., Saturday:	*12 Tors Race started.*
11 a.m. Saturday:	*Heavy rain began.*
at about 6 p.m., Saturday:	*Mr Sherko tried to phone his children.*
8 a.m., Sunday:	*Organizers stopped race.*
	Valley Road Team was missing.

2

- Refer students to A2.
- Tell students to discuss the statements in pairs, without reading the texts, and try to correct them.
- Students should work in pairs and read Texts A–E again. They should locate the information to correct the statements and say the correct statements to each other.
- After a suitable time, encourage individual students to say the correct statements.

Answers

1 *Sophie and her school friends visited the Aquarium together.*
2 *Before the race, the newspaper predicted rain.*
3 *The organizers stopped the race the morning after the bridge had collapsed.*
4 *correct*
5 *At the time of the radio report, there had been heavy rain for more than 24 hours.*

3

- Ask individual students to read out the list of people 1–5 given in A3.
- Write the list on the board. Students should work in pairs and discuss briefly what role these people have in the story.
- After a short period, ask the class to suggest ideas about these people. Accept any reasonable suggestions about them. For example:
- Ask individuals to read out statements a–e from A3.
- Let students think about the comments for a short time, and then ask them to individually match the comments to the people who might say them.
- Put students into pairs to compare answers and agree on common answers. As they do this, the pairs should think of reasons for their choices.
- Ask individual students to give their answers and explain why they matched a comment to a particular speaker. For example, the comment: *Mrs Sherko* said *Something terrible could happen to the kids. I could talk to Mrs Day about the situation. Or could you talk to her husband?* This is because she talks about *the kids* (Ari and Vana, who are on the walk).

Answers

1b 2e 3c 4a 5d

4

- Ask a student to read 1 *ready for **the two-day event*** in A4.
- Demonstrate how students should do the task. Tell them to find the phrase *ready for **the two-day event*** in Texts A–E on Student's Book page 28 (line 5) and read the sentences before and after it. Elicit suggestions as to the correct meaning of the expression from the class. Confirm the correct meaning (Answer: *a walk which lasts for two days*).
- Tell students to find the other words and to explain their correct meaning in the context of how they are used in the text.
- At a suitable point, let students compare answers in pairs, and then check answers with the whole class.
- Elicit answers from the class.

Answers

1 line 5: *a two-day event* means *a walk which lasts for two days*
2 line 16: *tomorrow* means on *Saturday*
3 line 31: *our two* means *Mr Sherko's children, Ari and Vana*
4 line 58: *they* means *race organizers*

Mrs Sherko:	*mother of two of the children in the 12 Tors Race*
a farmer:	*maybe someone who lives in the area*
a race organizer:	*someone who helped to plan the 12 Tors Race*
a Radio Plymouth reporter:	*someone who is reporting on the race for the radio*
a teacher from Valley Road Comprehensive:	*maybe a teacher from the school who is with the students*

5

- Tell students to find the expressions 1–3 listed in A5 in Texts A–E on Student's Book page 28.
- Let students work in pairs and discuss what they think they mean.
- Ask a few pairs to share their explanations with the rest of the class and encourage other students to help with or comment on the explanations of the meanings.

Answers

1 line 18: *get a good night's sleep* means *sleep well and rest*
2 line 19: *You're going to need it* means *It's important for you to sleep well because you will need a lot of energy.*
3 line 51: *That's home for tonight* means *That's our place to sleep tonight.*

6

- Ask students to refer back to the time chart and other notes from A1 that they wrote in their copy books about the times and events of the 12 Tors Race.
- Give students a time limit of two minutes to try to remember the dates and events.
- Tell students to close their books and talk about some of the times to see if they can remember what happened then.
- Also mention what happened and encourage students to tell you the time the event took place.
- Then let students do the same in pairs.
- Ask an individual student to start telling the story and then ask another to continue from that point.

▶ **The Activity Book pages 26 and 27 give extra opportunities for students to practise the grammar and vocabulary. If there are points that students need to practise more, you can do them in class, but generally encourage them to do these activities for their own benefit at home. Always check their homework but don't spend too much time doing the activities in class. Students often have problems with question forms. You may want to consider doing Activity 5 on page 27 as pair work at the end of the lesson.**

REVISION
Language

Lesson 3 Student's Book pp30–31

Aim: to revise the grammar of the first three units in new contexts. The activities also provide practice in listening and speaking skills.

To start …

- Give students one minute to look through their Student's Books from Units 1 to 3. Then tell them to concentrate on the photographs and try to memorise as many as they can.
- Tell students to close their books.
- Choose a photograph from Units 1 to 3 and describe it. Encourage students to guess which lesson it is in and say what they can remember about that lesson.

B SPEAK

1

- Read the instructions for **Play a guessing game** 1–3 to students. Check that they understand.
- Ask a student to take the role of A–C and you take the role of the person answering.
- Demonstrate some of the language used in the game.
- Explain that students must say: *You're getting warmer* when the student who is asking questions has asked a useful question. They must say: *You're getting colder* if the question from the student will not help in the guessing game.
- Remind them of the use of modal verbs *must, could (be), can't be* for possibility and certainty.
- Follow the instructions to play the game by sending three students A–C out of the room and then asking a student to hide an object.
- Bring students A–C back into the class and get them to ask questions and guess where the object is hidden. Encourage the rest of the class to answer the questions and say *You're getting warmer* or *You're getting colder* according to how much the questions will help students A–C find the object.
- Repeat the game two or three times.

2

- Ask students: *Who is Dr Mori*? Elicit the answer: *She is the top scientist who talked about climate change at Valley Road Comprehensive.*
- Write the following questions on the board and let students practise answering them in pairs:
  Who was Karl Benz? He was the German who started selling cars with petrol engines.
  What are the Alps? They are the mountains that Vana and Ari crossed on their way to Britain.
- Encourage students to suggest some other questions. Write the correct ones on the board and let students decide the answers and practise asking and answering.
- Ask individual students to give answers using relative clauses.

3

- State a minor problem to the class such as: *I'm very hungry today.*
- Encourage students to reply with advice using the modal verbs *should, ought to, had better*. For example: *You ought to eat something. You had better go to the shops. You should have a sandwich.*
- Demonstrate the conversation. Ask a student to take role A and you take role B.
- Then ask two different students to demonstrate the dialogue.
- Get students into pairs and let them practise the conversations, swapping roles after they have finished.

4.1

- Direct students' attention to the chart in 4. Ask: *What information does this chart show?* (Answer: *It shows Farmer Ibrahim's olive production during the last five years.*)
- Elicit sentences about the chart showing Farmer Ibrahim's olive production. For example, *Five years ago, his olive production rose from about 3,500 kilos a year. Four years ago, it increased to 4,500 kilos a year.*
- Tell students to read the description and to think about the missing words and how to continue the description.

- Let students work in pairs to complete and extend the description of Farmer Ibrahim's olive production.
- Check the responses with the class.

Answers

To insert in the spaces:
(present year minus five); 3,500 to 4,400 kilos; 3,500 kilos; about 4,200 kilos;

Suggested continuation:
[it rose more slowly] from 4,200 kilos a year to about 4,500 kilos. Production remained steady three years ago, and it decreased slightly to 4,400 kilos the year after that. For the last year, production has remained steady at about 4,400 kilos.

4.2

- Tell students to imagine they are farmers. They should copy the chart in their copy books but draw a new line to show their own olive production for the last five years.

4.3

- After they have drawn their charts, students should work in pairs.
- Students take turns to describe their charts to their partner who will draw the chart according to the information he or she hears or asks for.

4.4

- Finally the pairs compare charts, which should be the same.

5

- Students should work in pairs and read the short dialogues 1–6 in B5 on Student's Book pages 30 and 31.
- After pairs of individual students read out the dialogues, ask comprehension questions to draw attention to some of the details of the dialogues. For example: 1 *Where did the teacher go in Plymouth?* (Answer: *to look around the Aquarium.*) 2 *When did Ari and Vana find out about the Aquarium?* (Answer: *before their trip to Plymouth.*) 3 *Who got a good night's sleep?* (Answer: *Jamie.*) 4 *What did the organizer and the reporter speak about?* (Answer: *the weather.*) 5 *What was the reporter's question to the teacher?* (Answer: *Why was that?*) 6 *Why did most teams stop at the river?* (Answer: *Because the bridge collapsed.*)
- Ask students to read the dialogues carefully and to think about the correct forms of the verbs to complete them.
- Let students, in pairs, discuss the correct verb forms.
- Tell students to change partners. They should practise the dialogues, completing them with the correct form of the verbs.
- After sufficient time, ask pairs of students to read a dialogue each. Ask the rest of the class to listen and if necessary, to correct the dialogues.

Answers

1 *were able; were you able; arrived*
2 *wanted; did you want; had found out*
3 *was feeling; was; had been able*
4 *were very surprised; were you; had not been*
5 *had to stop; didn't have to; had trained*
6 *had to; did they have to; had collapsed; could not*

6

- Ask students to look at the two pictures.
- Ask: *What do they show?* Elicit the responses that they show the 12 Tors race at 11 a.m. on Saturday and again at 1 p.m. when the weather had changed completely.
- Explain the task. Students are to give the Radio Plymouth weather report for 1 p.m. on Saturday during the 12 Tors Race.
- Write the verbs *get, grow* and *become* on the board. Elicit the form of these verbs in the present perfect continuous.
- Check that students remember the meaning of the weather vocabulary.
- Elicit sample sentences from both boxes, reminding students to use the correct form of the verbs.
- Let students, in pairs, practise making sentences for the weather report.
- Ask a few pairs of students to give their weather report to the rest of the class.
- Note any common errors and correct them at the end of the activity.

Sample answers

The weather has been getting worse in the past two hours.
The clouds have been growing thicker since 11 a.m.
The rain has been getting heavier during the past two hours.

The wind has been becoming stronger in the last two hours.

It has been getting colder, and the temperature has been falling.
It has been growing darker, and the temperature has been decreasing.
It has been becoming wetter, and river levels have been rising.
It has been getting windier, and wind speeds have been increasing.

7

- Ask students to copy the questionnaire in 7. Students should extend the length of the questionnaire so they have enough space to write four questions (this includes the example) and note the answers of their partners.
- Draw students' attention to the prompts 1–4 and ask individual students to read them out.
- Ask students about the first prompt: *Which question is correct: what do you like doing or what do you like to do?* Elicit the response: *Both are correct.*
- Repeat this procedure for the other prompts by saying each prompt with two question forms (verb + infinitive / verb + -ing) and asking which of the questions are correct. (Answers: 2 *One form is correct: studying.* 3 *One form is correct: to do.* 4 *One form is correct: to visit*)
- Students write the full form of the four questions (1–4) in their questionnaires. They ask and answer the questions and note the answers.
- Ask individual students to read their partner's answers to the class.

Answers

1 *What do you like doing/to do in your free time?*
2 *What subject do you most enjoy studying at school?*
3 *What do you hope to do when you leave school?*
4 *What country would you most like to visit in the future?*

C EXTENSIVE LISTENING

- Ask students to tell you the story of the 12 Tors race so far. If necessary, prompt them with questions such as: *Who went to Plymouth to compete in the 12 Tors race? What did the radio reporter say on the news at one?* Here is an example of the story so far: *Ari, Vana Sophie and other students from Valley Road Comprehensive have gone to Plymouth to take part in the 12 Tors Race, a race to climb 12 hills on Dartmoor. They started the race on Saturday morning at 9 a.m. Then it started to rain very heavily. At six o'clock in the evening, the team found a dry place to sleep. Then, soon after six, the teenagers' parents began to get worried about them after they heard the news of the bad weather. On Sunday morning at 8 a.m. the organizers had to stop the race because a bridge had collapsed. At 1 p.m. the students from Valley Road Comprehensive were still missing.*
- Tell students they are going to listen to the rest of the story in three parts.
- Before students listen to Part 1 of the story, write either a few comprehension questions or some incomplete notes on the board to guide students' listening. For example:

Questions	Notes
What's the time?	*It's ________ in the morning.*
Why are the students lucky?	*The students had a good ________.*
How many tors did they climb yesterday?	*They climbed ________ tors yesterday.*
How far is the long way round to finish the race?	*The students had to ________ kilometers to finish the race.*

- Play Part 1 of the story. Students listen twice and carry out the task.
- Let students check their answers in pairs.
- Ask individual students to re-tell that part of the story.
- Follow the same procedure for Parts 2 and 3 of the story. At the end of listening to each part of the story, ask individual students or the class as a whole to re-tell that part of the story.

CD Script Track 19

Part 1

Jamie *What's the time?*
Sophie *It's 7.30. So we ought to start walking soon.*
Ari *But it's still raining.*
Vana *Well, we're lucky we've been able to get a good night's sleep out of the rain.*
Sophie *Come on, everyone, I've got some coffee and biscuits here. Let's have them and go.*
Jamie *Thanks – although I'd love some hot food.*
Vana *How many tors do we have to climb today?*
Ari *We climbed seven yesterday, so that means five more today. We must be over half-way.*
Jamie *We should be, but look at the map. This*

central area looks very wet with lots of streams. I think we ought to go round it and stay on higher, drier ground.

Sophie *How far is the short way?*
Jamie *About 15 kilometres.*
Vana *And the long way round?*
Jamie *Around 22 kilometres.*
Ari *So let's see where we need to go.*
Jamie *First, we need to go south-west, and then north-west to the next two tors.*
Ari *I see, and after that north-east?*
Jamie *Yes, and finally south-east to the finish at Postbridge.*
Vana *And we have to get there by 5.30.*
Sophie *So we'd better start walking!*
Vana *Listen, I can hear something!*

Part 2

Vana *The farmer's coming, too. I hope he won't be too angry. Hello!*
Farmer *Hello! What are you kids doing here?*
Jamie *We're very sorry to use your place, but we had to find somewhere dry to sleep last night.*
Farmer *Mm, OK. Are you in that 12 Tors race?*
Ari *Yes, and we've got a long way to go.*
Farmer *Oh, they'll have to stop the race in this terrible weather. It's too dangerous. I'll tell you what. You can come back to the house with me. You can get warm in front of the fire, and my wife will make you a nice, big, hot breakfast. What about that?*
Ari *That's really kind of you, but I'm not sure.*
Vana *They may not stop the race. We just don't know.*
Sophie *Think! If we stop, and the race doesn't, we'll feel really bad!*
Farmer *Mm, all right … So where do you have to go?*
Jamie *All the way round this wet area, I think.*
Farmer *Well, I have to go straight across there with my tractor. You can have a ride on the trailer.*
Jamie *Wow, Thanks! But I don't know. The rules say we can't accept any help from anyone.*

Part 3

Presenter *Hello, again. This is Radio Plymouth, and you're listening to the five o'clock news. Our reporter Sally Tremaine is with the rescue helicopter up on Dartmoor, and she has the latest news of the missing team in the 12 Tors Race. Sally.*
Sally *Guess what! The Valley Road team have just crossed the finish line. The organizers stopped the race this morning, but it seems that Valley Road didn't stop. They're the only team that has finished! And I'm going to talk to them now … . Well done, all of you.*
All *Thanks.*
Sally *Tell me all about it. What happened?*
Jamie *Well, you see, it was like this. We were able to climb seven out of the 12 tors yesterday, so our first day went well.*
Sophie *We think we were ahead of all the other teams.*
Sally *Really!*
Vana *But the weather kept getting worse and worse.*
Ari *The rivers had risen, and a bridge we'd just crossed collapsed.*
Sally *That's terrible!*
Vana *But we found somewhere dry to sleep, so that was good.*
Ari *Then this morning a farmer came. And do you know what? He invited us home for breakfast.*
Jamie *He offered to take us on his trailer, too.*
Sally *Did you accept his offers?*
Sophie *No, we didn't. We couldn't. We had to keep going. So we said thank you, but no thank you.*
Sally *Well done again. You must be very tired, but very happy!*
All *Right! / Yeah! / Mmm.*

Optional Extra Writing Activity

- You can use this activity to give students extra writing practice.
- Play the section of Part 3 shown below again. Students listen and identify the main points in the conversation. If this is difficult for the class, write the notes below on the board in the wrong order. As students listen, they can put them in the correct order. The main points are:

  1 – *able to climb seven out of the twelve tors.*
  2 – *weather kept on getting worse and worse.*
  3 – *river had risen and a bridge they had just crossed collapsed.*
  4 – *found somewhere dry to sleep.*
  5 – *On Sunday morning, a farmer invited them for breakfast.*
  6 – *decided to keep going.*
- Let students work in pairs. They should write the notes as a paragraph to tell the end of the story. Give them these sentences to introduce and finish the paragraphs:

  The students from Valley Road Comprehensive started the race well on Saturday.
  [students insert main points]
  Finally, at 5 o'clock, they finished the race. They were the only team that did.

Extract from CD script 20

Part 3

Sally *Tell me all about it. What happened?*

Jamie *Well, you see, it was like this. We were able to climb seven out of the twelve tors yesterday, so our first day went well.*

Sophie *We think we were ahead of all the other teams.*

Sally *Really!*

Vana *But the weather kept getting worse and worse.*

Ari *The rivers had risen, and a bridge we'd just crossed collapsed.*

Sally *That's terrible!*

Vana *But we found somewhere dry to sleep, so that was good.*

Ari *Then this morning a farmer came. And do you know what? He invited us home for breakfast.*

Jamie *He offered to take us on his trailer, too.*

Sally *Did you accept his offers?*

Sophie *No, we didn't. We couldn't. We had to keep going. So we said thank you, but no thank you.*

Sally *Well done again. You must be very tired, but very happy!*

All *Right! Yeah! Mmm.*

Suggested answer

The students from Valley Road Comprehensive started the race well on Saturday. They were able to climb seven out of the twelve tors. The weather kept on getting worse and worse. The rivers had risen and a bridge they had just crossed collapsed. They found somewhere dry to sleep. On Sunday, a farmer came and invited them for breakfast but they decided to keep going. Finally, at 5 o'clock, they finished the race. They were the only team that did.

▶ **The Activity Book pages 28 and 29 give extra opportunities to students to practise the grammar and vocabulary. If you think there are points that students need to practise more, you can do them in class, but generally encourage them to do these activities for their own benefit at home. Always check their homework but do not spend too much time doing the activities in class. You may want to consider doing Activity 5 on page 29 as pair work at the end of the lesson as students often have problems with relative clauses with extra information.**

DANGER – HUMANS AT WORK!

Unless they stop that, they'll …

Lesson 1 Student's Book p32

Grammar
Different structures to express dimensions
will and conditional forms

Vocabulary
Civil engineering structures; dimensions; Vocabulary list p39

To start …

- Play the following vocabulary game with some words for buildings and other civil engineering structures.
- Give students the definition of a vocabulary word and ask them to guess the word. For example: *A large shop which sells food and things for the home* (Answer: *supermarket*); *something that engineers build to stand over a river* (Answer: *a bridge*); *something that engineers build to carry things and people across oceans* (Answer: *a ship*).

A LISTEN AND DO

Aim: to recycle and introduce unit vocabulary. Students also practise listening for specific information.

1

- Tell students to open their Student's Books on page 32. Tell them to study the pictures for one minute and then close their books.
- Ask questions about the pictures. For example, *What kind of people are in the picture?* (Answer: *(civil) engineers.*) *Can you name the three kinds of buildings?* (Answer: *oil terminal, canal (lock), dam.*)
- Tell students to copy the words in the box as a list.
- Play the recording while students number the words 1–9 in the order they hear them.
- Give students a minute or two to compare and discuss answers.
- Play the recording again.
- Ask one or two students to give the order of the words as they occur in the recording.
- Say the words in the box for the students to repeat.

CD script Track 21

Man 1 *I'm from Iraq, and I'm pleased that I can help my country by working in the oil industry. We have a lot of oil in Iraq, and we're working hard to develop production further. These days, we send our oil out through pipelines to the south and to the north, and it goes to large oil terminals by the sea, at the end of the pipelines. Oil tankers then take the oil from there, and these huge ships carry it across the oceans all over the world. This is a great help to every man, woman and child in the country. You see, the money that our oil brings us helps to pay for all sorts of new development – hospitals, schools, roads – everything that a modern country needs.*

Man 2 *I've been working on my country's great engineering project, the Panama Canal, which is the canal that takes ships from the Pacific to the Atlantic. It goes across the narrowest piece of land in Central America, and it's just 80 kilometres long. The canal has done a great job since it opened in 1914. But recently, modern ships have been getting too big for it, so we've had to make it wider and deeper. Believe it or not it now has a width of up to 218 metres. And the locks which lift the ships up over the land are 55 metres wide – yes, really! – … and they're also 18 metres deep … And, believe it or not, they have a length of 427 metres. That just shows you how big modern ships are!*

Woman 1 *I'm an engineer from China, and I'm very happy that I was able to work on the Three Gorges Dam, which is now the biggest hydroelectric power station in the world! With water rushing down through the 32 huge turbines, we're able to produce enough electricity for large parts of China, including our biggest city, Shanghai. The dam has a length of 2,335 metres and a height of 101 metres. And the width of the wall is even greater – 115 metres at the bottom. As for the reservoir, it collects water from a large part of the country. On average, it's about 1.12*

kilometres wide, and it has a length of 660 kilometres. At its deepest point, it has a depth of about 90 metres.

Answers

canal (4) dam (6) hydroelectric station (7)
lock (5) oil terminal (2) oil tanker (3) pipeline (1)
reservoir (9) turbine (8)

2

- Tell students to copy the table in A2.
- Write on the board: *long, wide, deep, high*. Elicit the matching nouns *length, width, depth, height.*
- Say the matching pairs for students to repeat.
- In random order, write some of the numbers in the CD script which engineers 2 and 3 say on the board. Point to the numbers and get students to practise saying them.
- Say the numbers and ask students to note them down.
- Before you play the section of the recording with the information from engineers 2 and 3, tell the students that they will not have to write any information in the empty boxes in the table (they complete information only in the boxes with *km* (kilometre) or *m* (metre) in them.
- The students listen and complete the missing numbers in the table.
- If necessary, repeat this section of the recording and, if necessary, correct their notes.

Answers

	canal	locks	dam	reservoir
long/length	*80km*	*427m*	*2,335m*	*660km*
wide/width	*up to 218m*	*55m*	*115m*	*1.12km*
deep/depth		*18m*		*90m*
high/height			*101m*	

3

- Explain to students that they are going to practise making statements about the structures in the table *(the canal, the locks, the dam, the reservoir*).
- Ask an individual student to make the example statement into a full sentence (*The canal is 80 kilometres long and up to 218 metres wide*).
- Give students a minute to look at the table in their copy books and think of statements about all the measurements in the table.
- Write the noun forms (*length, width, depth, height*) on the board. Elicit the adjective forms (*long, wide, deep, high*) and write them on the board.
- Students, in pairs, should make statements about all the dimensions in the table. At this stage, they should only make statements using the structure *be* + dimension + adjective.
- Check the responses with the class.

Answers

The canal is 80 kilometres long and up to 218 metres wide.

The locks are 427 metres long, 55 metres wide and 18 metres deep.

The dam is 2,335 metres long, 115 metres wide and 101 metres high.

The reservoir is 660 kilometres long, 1.12 (one point twelve) kilometers wide and 90 metres deep.

B GRAMMAR

Aim: to practise stating dimensions using *be* + dimension + adjective or *have* + noun + *of* + dimension.

1

- Write the two example sentences on the board. Ask students to identify the structure *be* + dimension + adjective in the first sentence. (Answer: *The canal is 80 kilometres long*.) Ask students to identify the structure *have* + noun + *of* + dimension in the second sentence. (Answer: *The canal has a length of 80 kilometres*.)
- If students need more information, turn to page 38 Lesson 1: Stating dimensions, and read and discuss the information.

2

- Play the recording (the section of the CD script with engineers 2 and 3).
- Students listen for more examples of both forms of stating dimensions (*be* + dimension + adjective and *have* + noun + *of* + dimension). As they identify the structure, they should ask you to pause the recording.
- Students should say the example of each form of the structure as they identify it.

3

- Ask individual students to read out the sample sentences in B3.
- Tell students to use Picture A and the information in the table in their copy books to make similar sentences about the Three Gorges Dam and the reservoir.
- Put students in pairs to do this. Student A says the sentence using the form *be* + dimension + adjective. Student B repeats the same information but uses the form *have* + noun + *of* + dimension.
- At the end of the pair work, ask individual students to make statements to the rest of the class.
- Finish by telling the class that the *have* structure is more formal than the *be* structure and is used more in writing than in speaking.

Answers

The Three Gorges Dam has a length of 2,335 metres. / The Three Gorges Dam is 2,335 metres long.

The Three Gorges Dam has a height of 101 metres. / The Three Gorges Dam is 101 metres high.

The wall of the Three Gorges Dam has a width of 115 metres at the bottom. / The wall of the Three Gorges Dam is 115 metres wide at the bottom.

The Three Gorges reservoir has a width of about 1.12 kilometres. / The Three Gorges reservoir is about 1.12 kilometres wide.

The Three Gorges reservoir has a length of 660 kilometres. / The Three Gorges reservoir is 660 kilometres long.

The Three Gorges reservoir has a depth of about 90 metres. / The Three Gorges reservoir is about 90 metres deep.

C SPEAK

Aim: to express opinions with the verbs *think, feel* and *believe* about suggested actions.

- Write these words on the board: *we / a test / should /think / have / I,* and ask the students to put the words in the best order (*I think we should have a test*).
- When the class correctly arranges the words, write the sentence in the correct order on the board.
- Say *feel* and ask the class: *Which word on the board has a similar meaning?* (Answer: *think.*)
- Write *feel* under *think.*
- Use the same procedure with the words *ought to, believe, could* and write them on the board which should now look as follows:

	think		*should*	
I	*feel*	*we*	*ought to*	*have a test.*
	believe		*could*	

- Elicit sentences using these words, e.g. *I believe we could win the World Cup!*
- Tell students to look at C1 on Student's Book page 32.
- Ask an individual student to read the names of the structures *airport, bridge, canal* etc. to the class. Explain the meaning of any of these words that students do not know.
- Elicit examples of such structures in Kurdistan or in Iraq that students can name, such as Erbil Airport.
- Explain that the students have to suggest big new projects that they think would be good for Kurdistan or Iraq.
- Refer students to the list of ideas and give, or elicit, one or two suggestions for big projects.
- Put students in groups of three of four to talk about future projects which they think would be good for Kurdistan or Iraq. Groups should give brief details, saying where the projects should be.
- After an appropriate time, ask a few groups to report their ideas to the class. Ask the rest of the class to listen, to monitor the use of tense markers and tenses, and to help to correct serious errors.

▶ Lesson 2 Student's Book p33

To start …

- Write the heading *New Projects* on the board.
- Put students into pairs or small groups of three or four.
- Tell students they have two minutes to note examples on a piece of paper of buildings or projects that might help a country to develop, such as *airports, factories, dams, canals, roads.*
- At the end of two minutes, pairs or groups exchange lists and count how many suggestions are written.
- The pair or group with most suggestions wins.

D LISTEN AND READ

Aim: to improve students' abilities to listen to and read for specific information.

- Ask students to look at the picture on page 33 and think about what they can see.
- Put students into pairs. Ask them to identify what it is, but **without** reading the text. (Answer: *It's a dam with a reservoir behind it. The buildings at the bottom of the dam are probably a hydroelectric power station.*)
- Ask one or two individual students to read the sentence under the picture (*Like many other Americans, the Brant family are touring their country by camper van.*) Ask: *Who are the Brants?* (Answer: *an American family.*) *What are they doing?* (Answer: *They are touring their country America.*) *How are they travelling?* (Answer: *by camper van.*)
- Ask students to predict what the passage may be about. Accept any reasonable suggestions.
- Write these questions, but not the answers, on the board: *What's the name of the dam?* (Answer: *the Hoover Dam.*) *What is the name of the river?* (Answer: *the Colorado River.*) *How big is the dam?* (Answer: *379 metres long and 221 metres high.*) *Why is the water in the lake very low?* (Answer: *There is less snow in the mountains, and people are taking too much water.*) *What will happen if people do not stop taking too much water?* (Answer: *Farming will collapse / there will be no more hydroelectric power.*)
- Tell students to close their books and listen to the conversation.
- Students, in pairs, discuss the answers from memory. Elicit answers from individual students.
- Play the recording again while students follow the conversation in their books.
- Students should look at the question-writing activity in D. Write the example sentence (not the question) on the board: *They're travelling by camper van.*
- Tell students to replace the underlined word with *what* or *who*. For example: *(What/Who) are travelling by camper van?*
- Students look in the text and find the information: *The Brant family are travelling by camper van.*
- Students then write the question: *How are the Brant family travelling?* to produce the answer *They're travelling by camper van.*
- If students are having difficulty, go through the process orally, eliciting the questions from the class, but do not allow students to write at this point.
- Students work in pairs and write the questions in their copy books.
- Ask individual students to read out the questions to the rest of the class. Encourage the other students to confirm correct answers or correct wrong answers.

CD script Track 22

Dad	*We're about to cross the Hoover Dam. If you look right, you'll see Lake Mead. Look left, and you'll see the Colorado River far below.*
Tara	*Scary! Dad, please drive in the middle, or we'll fall off the edge!*
Dad	*Don't worry. That won't happen, I promise.*
Tara	*I'll have to close my eyes!*
Jack	*That's silly, Tara! Listen, how big is the dam?*
Mum	*I'll check the guidebook for you … It's 379 metres long and it has a height of 221 metres.*
Jack	*Wow! And why did they build it?*
Mum	*It's a huge hydroelectric power station.*
Dad	*It's also very dry here, so farmers needed to irrigate their crops. That meant a big reservoir – Lake Mead. The water comes from the mountains.*
Jack	*What's that white line around the lake?*
Dad	*That's the high water mark. Salts in the water made it when the reservoir was full.*
Tara	*The water's very low now. Why?*
Dad	*The mountains are getting less snow, so the lake is getting less water. And people are taking too much out.*
Jack	*What'll happen if they don't stop?*
Dad	*Unless they do, farming will collapse – and there'll be no more hydroelectric power.*

Answers

1 *How are the Brants travelling?*
2 *What does Dad promise Tara?*
3 *What does the dam do?*
4 *Why did the farmers need the dam?*
5 *What made the white line around the lake?*
6 *What will happen if people don't stop taking too much water out?*

E GRAMMAR

Aim: to examine how *will* is used in first conditional sentences, and in other ways.

1

- Write this incomplete sentence on the board: *If you look right, you … .*
- Ask students to look to their right and say what they can see, for example *a window.*
- Ask the class to complete the sentence: *If you look right, you will see a window.*
- Remind students about the use of *will* in first conditional sentences and ask students to identify the form of the sentence (*first conditional*).
- Focus on how we can use *will* in other ways to express conditional sentences. Write incomplete phrases from E1 on the board: *Look left, and …* ; *Drive in the middle, or …* ; *Unless things change, …* Tell students to cover the box in E and read the text in D to find the second half of the sentences. (*… you'll see the Colorado River; … we will fall!; … farming will collapse*).
- Ask students to find more examples of sentences with *will* in the text in D.
- If students need more information, turn to page 38 Lesson 2: *will* and conditional forms, and discuss the information with them.

2

- Ask individual students to read the incomplete sentences in E2.
- Put students in pairs and give them a minute or two to think of ways to complete sentences 1–3, in which the Brant family give their friends advice.
- After a short time, ask pairs to read out their sentences to rest of the class.

Answers

Sample sentences

1 *Travel by camper van, and you'll be able to tour all over the country.*
2 *Get a good map and always check it, or you'll get lost.*
3 *Unless you plan your trip carefully, you'll miss a lot of interesting places.*

F SPEAK

Aim: to discuss how climate change may be connected to local problems.

- Write on the board: *How has the world's climate been changing? Why is the water in Lake Mead very low?*
- Ask students, in pairs, to discuss the questions and think of examples and reasons.
- Put the pairs into groups of four to compare and exchange answers.
- Ask the same questions to the class as a whole and let individual students or groups give their ideas to the other class members.

▶ **Ask students to open their Activity Books at pages 30 and 31 and do the activities in class. Or, if you are short of time, let them start in class and then finish the activities at home.**

Note: For homework, ask students to find out the names of five seas or large lakes. These should be the seas or large lakes as near as possible to Kurdistan. It would also be useful to bring a globe, atlas or large map to the next lesson to be able to show students where the Aral Sea is.

Note: Remind students to bring their Activity Books to the next class.

If they had thought, they would have …

Lesson 3 Student's Book pp34–35

Grammar
Second and third conditional sentences

Vocabulary
Vocabulary list p39

Background note: The information in the text gives a description of the serious environmental damage that has occurred to the Aral Sea since the 1920s as a result of the construction of irrigation canals on the Amu Darya and Syr Darya rivers. The Aral Sea was once a large inland lake with a size of about 70 thousand square kilometres. It began to shrink very quickly in the 1960s by 50 centimetres or more per year when the flow of water into the lake from the rivers declined. By the early years of 2000, the lake was only 10% of its previous size and it had divided into northern and southern seas called the Little Aral Sea and the Large Aral Sea. As a result of some of the work described in the text, the North Aral Sea is beginning to recover. In 2005, money from the World Bank helped to pay for a project in which engineers first repaired the badly built canals which had always lost 75% of the water they carried. Then they constructed a 13-kilometre dam across the south of the lake. However, the South Aral Sea has almost completely disappeared and the situation in that area is still very serious.

To start …

- Use the globe, atlas or large map to elicit the names of as many seas and large lakes as the students can locate. Concentrate on the seas and large lakes nearest Kurdistan such as the Mediterranean Sea, the Black Sea, the Caspian Sea, Lake Nasser (S Egypt), Lake Urmia (NW Iran).
- If students do not locate the Aral Sea, show it on the map or globe and practise the pronunciation.

A READ

Aim: to improve students' reading skills for understanding and processing information about past events.

1

- Tell students to look at the pictures and map on Student's Book page 34.
- After a minute or two, tell students to close their books. Ask them to describe the pictures and to say what kind of information they might find in the text.
- Write their ideas on the board.
- Give students a short time to read the text quickly.
- Refer again to the ideas on the board. Tick the words or ideas that the students suggested and which they actually found in the text.
- Ask students to read the three tasks on Students Book page 35 in A1.
- Ask individual students to explain the tasks. Help them if necessary.
- Tell students to read the text individually, and to think about the answers.
- Elicit ideas from the class about tasks 1–3.
- Students, in pairs, compare their answers and explain them. They should try to say which parts of the text or pictures provided the information for their answers.
- After reading, ask individual students to tell the rest of the class their answers. The other students should confirm or correct the response.

Answers

1 *The two men were discussing the Amu and Syr rivers, which brought water to the Aral Sea. The older man wanted to use the water from the rivers to produce cotton in the desert.*
2 *The irrigation canals took nearly all the water, and the Aral Sea shrank. By 2000, the sea had nearly disappeared.*
3 *The title is 'If they had thought, they would have ...' If the engineers in 1920 had thought more, they would have left the water in the River Amu and the River Syr.*

2

- Tell students to work out what the expressions in bold text in A2 refer to.
- Tell them to read the two sentence parts, find them in the text on page 34 and work out what the expressions in bold refer to.
- Let students first decide the meaning of the two phrases on their own.
- Then let students compare answers with a partner.
- Check answers with individual students.

Answers

1 *'Many' refers to the many experts and engineers who came to the area and tried to help with the problem of the shrinking sea.*

2 *'So has' refers back to the fact that fish have started returning to the Aral Sea. It means that the fishing industry has also started to return.*

3

- Ask a student to read the first extract and discuss what *broke* means in this context. (Answer: *When the two seas broke, they divided into two seas.*)
- Tell students to do the same with the other two expressions, first on their own, and then discussing their answers with a partner.
- Finally, the whole class can discuss the meaning of the phrases.

Suggested answers

2 *'looked back' means remembered*

3 *'killed' means stopped*

B GRAMMAR

Aim: to recycle and extend students' knowledge of second conditionals.

1

- Write on the board: *If we used this water, …* . Tell students to look back at page 34 and complete the sentence: *the desert would produce (precious) cotton (for 1,000 kilometres).*
- Ask students to identify the form of the conditional sentence. (Answer: *second conditional.*)
- Tell students to look at B1 on page 35 of their Student's Books. Point out that the first sentence needs a comma between the two clauses because the *if* clause comes first.
- Ask a student to read out the second example. Point out that it does not need a comma because the clause with *if* comes second.
- If students need further explanation, tell them to look at page 38 of their Student's Books Lesson 3: Second conditionals. If necessary, discuss it with them.

2

- Write the first part of the second example from B on the board: *What would happen to the Aral if … ?*
- Refer students to the planners' conversation on page 34.
- Ask students to create a second question and answer from the planners' conversation

Answer

What would happen to the fishermen if the Aral Sea disappeared?

If the Aral Sea disappeared, a few fishermen would lose their jobs.

Extra activity

Ask individual students to suggest further questions and ask others to answer. For example:

What would happen if we produced a lot of cotton? If we produced a lot of cotton, we would be able to produce a lot of clothes.

What would happen if a few fishermen lost their jobs? If a few fishermen lost their jobs, they could find new jobs as cotton farmers.

C SPEAK

Aim: to extend practice of the second conditional.

Note: It will be helpful to prepare a list of some famous places to visit in America, and bring it with you to class as students many not know a lot about America.

1

- Elicit names of famous places in America and make a list on the board. Ask students to say what visitors can do or see in these places. If students do not know much about America, put a table of ideas on the board to help them. For example:

Place	Name of places to see and things to do
Washington, D.C.	go to the White House and the Lincoln Memorial
New York	see the Statue of Liberty and go up the Empire State Building
San Francisco	see the Golden Gate Bridge and visit Chinatown
Florida	visit Disneyworld and go to the Everglades National Park

- Ask individual students to read out the tasks in C1 and C2.
- Elicit example sentences to demonstrate the task with the aid of the example in the book.
- Give students a minute or two to think where they would most like to visit.
- Students work in pairs, alternately saying where they would most like to visit if they could tour America.
- After a suitable period, ask students to report their ideas to the class. The other students should listen and correct any mistakes in the sentences.

▶ **For further practice, ask students to complete Activities 1 and 2 on page 32 of their Activity Books in class, or start them in class and then have students complete them at home.**

▶ Lesson 4 Student's Book pp34–35

To start …

- With books closed, students listen to you make statements about the text on Student's Book page 34. Some of the statements should be true, for example: *The Amu and Syr are rivers.* Some sentences should be false, for example: *The Aral Sea is in America.*
- Students listen and correct statements which are false.
- Continue to make five or six statements about the text to the class.

D READ AND SPEAK

Aim: to read a text for specific information.

- Ask individual students to read questions 1–6 to the class.
- Ask students to suggest answers, but do not confirm or correct their suggestions at this point.
- Tell students to read the text on Student's Book page 34 individually, and to note brief answers in their copy books.
- Put students into pairs to compare and agree on their answers. As they do this, the pairs should look back at the text to check their answers.
- Ask individual students to give their answers and ask the rest of the class to listen and agree or disagree.

Answers

1 *It took fifty years from the dream of using water to produce cotton to the reality of farms and irrigation canals across the desert.*
2 *The sea had disappeared and fishermen had lost their jobs.*
3 *The polluted dust from the dry seabed was killing people and damaging crops.*
4 *Engineers repaired the badly built irrigation canals and this increased the amount of water people could use.*
5 *Engineers constructed a dam across the south of the lake.*
6 *Because it did not solve the problems in the Large Aral Sea.*

Note: Remember, students do not have to use exactly the same words as shown here in their responses as long as they express the same ideas or information.

E GRAMMAR

Aim: to introduce third conditionals.

1

- Write on the board: *If the engineers ______ (think), they ________ (stop) the project. What _______ (happen) if the World Bank _________ (not help)?*
- Tell students to complete the sentences with the correct forms of the verbs in brackets: *had thought / would have stopped* and *would have happened / had not helped*.
- Complete the sentences on the board and explain that they are third conditional sentences.
- Ask students: *Do third conditionals refer to the past, present or future?* (Answer: *the past.*)
- Point to the sentence: *If the engineers had thought, they would have stopped the project* and ask: *Did the engineers think?* (Answer: *no.*) *Did they stop the project?* (Answer: *no.*)
- Point to the question: *What would have happened if the World Bank had not helped?* and ask students to guess the answer. (Example answer: *Nothing would have happened. The situation would have stayed the same. The Little Aral would have continued to get smaller and smaller.*)
- If students need further explanation, tell them to look at Lesson 4: Third conditionals, on page 38 of their Student's Book. If necessary, discuss it with them.

2

- Tell students to work in pairs and to look at the text about the Aral Sea to find two more examples of third conditionals.
- Ask one or two pairs to read out their sentences to the rest of the class.

Answer

If those planners had thought more carefully, perhaps they would have killed the project.

If they had (killed the project), this environmental disaster would never have happened.

3

- Write on the board: *If those planners had thought more carefully, …* and ask students to think of two different ways to complete the sentence.
- Give them a minute to think and to note ideas in their copy books.
- Ask individual students to read their ideas to the class.

Specimen answers

If those planners had thought more carefully, the Aral fishermen would not have lost their jobs.

If those planners had thought more carefully, people would have been happier.

If those planners had thought more carefully, the Aral Sea would not have shrunk.

If those planners had thought more carefully, the World Bank would not have had to spend a lot of money.

F SPEAK AND WRITE

Aim: to practise using third conditional sentences.

1

- Explain to students that they should imagine going back in time to the 1920s to meet the planners who planned the building of the irrigation channels and the growing of a lot of cotton. They should think of ways to argue with the planners, pointing out the bad results of the project.
- Ask an individual student to read the example argument: *We need the fish! / Think of the environment.*
- Give students a minute or two to think of more things to say to the planners.
- Students should work in pairs and produce sentences which are against the project.
- At a suitable time, ask students to write their sentences in their copy books. They should begin: *If I had met those planners, I would have said '… .* They should write what they would have said to the planners.

2

- Ask students to work with a different partner from F1 and read each other their sentences.
- Ask a selection of individual students to read out their sentences to the rest of the students, who should listen and correct any errors.

▶ **For further practice, ask students to complete Activities 3 and 4 on page 33 and Activity 1 on page 34 of their Activity Books in class, or start them in class and then complete them at home.**

Note: Remind students to bring their Activity Books to the next class.

Considering possible actions

Lesson 5 Student's Book p36

A LISTEN AND UNDERSTAND

Aim: to understand and interpret a poem. The activities also develop listening for gist and for specific information and choosing the correct meaning of a word which has a number of different meanings.

1

- Tell students to open their Student's Books at page 36. Tell them to look at the picture for a minute then close their books.
- Ask: *What do you remember about the picture?* Let students discuss it in pairs.
- Students feedback to the class. For example: *I remember a stream in a valley. There were lots of trees on the hills. Next to the stream, there was a bird on a rock. I saw two deer that were standing by the side of the stream.* etc.
- Write students' ideas and suggestions on the board.
- Play the recording of the poem and ask students to listen with their books closed.
- Elicit the words on the board that they heard in the poem and tick them.

CD script Track 23

The World with its Countries *by John Cotton*

The world with its countries,
Mountains and seas,
People and creatures,
Flowers and trees,
The fish in the waters,
The birds in the air
Are calling to ask us
All to take care.

These are our treasures,
A gift from above,
We should say thank you
With a care that shows love
For the blue of the ocean,
The clearness of air,
The wonder of forests
And the valleys so fair.

The song of the skylark,
The warmth of the sun,
The rushing of clear streams
And new life begun
Are gifts we should cherish,
So join in the call
To strive to preserve them
For the future of all.

2

- Ask one or two individual students to read the incomplete statement in A2 and the completions.
- Ask the students to suggest the best completion. Do not confirm or correct suggested answers at this point.
- Let students listen again to decide the best completion.
- Elicit the answer from the class.

Answer

c

3

- Ask individual students to read out the summaries of the poem's three verses.
- Point out that the summaries match verses 1–3 but they are in the wrong order.
- Tell students to listen to the poem again and to match the summaries to the three verses of the poem. Play the recording and get students to number the summaries in the correct order. They can then write their answers in their copy books.
- Students, in pairs, compare answers and discuss the order of the summaries and why they chose that particular order.
- Elicit the suggested order from the class.
- Ask students to say what words helped them to put the summaries in the right order.

Answers

The first summary goes with verse 3; the second summary goes with verse 1; the third summary goes with verse 2.

4

- Point out the reasons for the answers in A3.

Suggested answers

Verse 1 is about *countries, mountains, creatures, people* and other things which *ask us all to take care*. This matches with the second summary and the words *want us to be careful with them and to look after them.*

Verse 2 is about *treasures, a gift from above* for which we should *say thank you and with a care that shows love*. This matches with the third summary and the words *to be thankful for all the wonderful, natural things* and *we should want to look after them with love.*

Verse 3 is about the *gifts we should cherish* and we should *join in the call to strive to preserve them for the future of all*. This matches with the first summary and the words *love and value all the wonderful things that we are given* and *we should work together to look after them and save them.*

5

- Point out a useful technique that students can use. The table in A5 shows how words that students already know will help them to understand meanings in the poem.
- Tell students to study the table for a minute.
- Students should work in pairs. One student has their book open and says one of the known words (in column 3), for example *careful*. The student's partner should remember the word from the poem (column 2) and say it: *care.*
- Students should then swap roles.
- Now explain or translate the following words, which *Sunrise* has not taught and which students probably cannot work out:

Line:	Word:
9	*treasures* (very valuable things)
10	*gift* (present)
15	*forests* (large areas of trees)
17	*skylark* (small bird which sings beautifully)
19	*rushing* (act of moving very fast)
21	*cherish* (value)
23	*strive* (try very hard)
23	*preserve* (save and keep safe)

6

- Ask an individual student to read A6a.
- Point out the dictionary entry for *fair.*
- Ask: *How many meanings are there here for 'fair'?* (Answer: *five.*)
- Ask individual students to read out the different meanings.
- Ask students to think of the meaning of *fair* that they already know and choose the meaning which best corresponds to it. (Answer: *3.*)
- Ask individual students to read A6b and A6c.
- In A6b, show how the meaning of 'fair' that students know (*yellow hair or white skin*) would not fit the meaning in the poem: *and the valley so fair* (the sentence *and the valley so equal and right to everyone* does not make sense).
- Ask students to work in pairs, reading the different meanings of *fair* in the dictionary entry and choosing the meaning that best fits the line.
- Ask students to give the correct answer.

Answers

Meaning 5 *beautiful (sometimes used in poetry)* makes sense in the line *and the valley so fair (beautiful).*

7

- Play the recording of the poem again.
- Then play the poem line-by-line, pausing the CD to let students repeat the lines.
- Play the poem verse-by-verse and encourage students to repeat.
- Let students practise reading the poem in pairs.
- Finally, ask a few students to read out the poem to the rest of the class.

▶ Lesson 6 Student's Book page 37

To start …

- Ask students what information they can remember about the Three Gorges project. If they cannot remember very much, play the recording of the third engineer from CD script Track 21, which students listened to in Unit 5 Lesson 1, to remind them about the project.

B WRITE

Aim: to practise third conditionals in the context of preparing for a piece of writing.

1

- Tell students to read B individually.
- Write on the board: *What would have happened if the Three Gorges project had not gone ahead?*
- Ask students which kind of conditional sentence this is. (Answer: *third conditional.*)
- Ask students why they should use a third conditional sentence here. (Answer: *Because the Three Gorges project is now complete.*)
- Ask individual students to read the two prompt sentences.
- Ask the class to suggest the correct forms of the verbs in brackets to complete the sentences correctly, but do not correct students or ask them to write at this point.
- Students should copy and complete sentences in their copy books.
- Students should compare their answers in pairs and check each other's sentences, correcting them if necessary.

Answers

1 *If China had stopped the project, it would have escaped several big problems.*

2 *However, if the country had not gone ahead with the project, the country would have missed several very important benefits.*

▶ **Ask students to begin Activity 2A on page 34 of their Activity Books in class. Ask students to complete the activity in class, or start it in class and complete it at home.**

2.1

- Ask students to look at B2.
- Write these comprehension questions on the board: *Who is talking?* (Answer: *two planners of the Three Gorges project.*) *What are they talking about?* (Answer: *the advantages and disadvantages of the project.*) *What kind of conditional sentence are the planners using* (Answer: *second conditional.*)
- Let students read the planners' conversation and think about the answers to the questions.
- Students work in pairs and discuss the answers with their partner.
- After checking the answers with the class, take the role of Planner 1 and read out those sentences. Ask a student to read out the part of Planner 2. If necessary, ask two more students to read out the planners' conversation.
- Students work with a partner and read and act out the conversation.

2.2

- Direct students to the highlighted arguments in B2 (*we would save the homes of 1.27 million people / the floods that often destroy whole towns would continue*).
- Ask the class to decide which one is for the Three Gorges project and which one is against it.
- Check the answers with the class and write the sentences on opposite sides of the board.

Answer

The argument 'we would save the homes of 1.27 million people' is against the Three Gorges project.

The argument 'the floods that often destroy whole towns would continue' is for the Three Gorges project.

2.3

- Write on the board: *For the project* and *Against the project* above the relevant sentences and tell students to copy the headings and sentences in their copy books.
- Ask students to read and find two more arguments for and two more against.
- They should copy the arguments into their copy books under the correct heading.

- When students finish, ask them to compare their answers with a partner.
- Ask individual students to read out their responses and say if they are arguments for or against the project.

Arguments for	Arguments against
• *The floods that often destroy whole towns would continue.* • *We would not be able to create 'clean' hydroelectric power for China's future.* • *We would have to construct lots more power stations that burn 'dirty' fossil fuels.*	• *We would save the homes of 1.27 million people.* • *We could keep more fertile land for farming.* • *We would also still have many ancient remains in that area.*

2.4

- Ask students to look at Activity 2B on pages 34–35 of their Activity Books.
- Ask individuals to read out the instructions.
- Explain that students should write the three arguments for and three arguments against the project in the correct place in their Activity Books. Remind them that they need to use the third conditional form because they are now writing about the past. They should also change *we* to *they* and add the connectors, such as *first of all, secondly, thirdly, finally*.
- Give an example of the task. Write the topic sentence of the first paragraph on the board: *If China had stopped the project, it would have escaped several big problems.*
- Ask students if it is an argument for or against the project. (Answer: *against.*) Elicit one of the three arguments against the project and write it after the topic sentence. For example: *If China had stopped the project, it would have escaped several big problems. They would have kept more fertile land for farming.*
- Point out that students do not need to repeat the *if* clause.
- Tell students to add the other arguments for and against the project in the correct paragraphs. Remind them to use the third conditional form.

3

- Tell students to look at the notes for the short conclusion *In my opinion*. Ask the students to read the notes.
- Explain that they can use the notes to say what they think about the project – either for or against.
- Students, in pairs, read the notes in 2B. One student should read the notes to give a conclusion for the project and their partner should create a conclusion against.
- Tell students to write a conclusion at the bottom of page 34 of their Activity Books, according to their own opinion.
- Students then check each other's work.

Suggested answer

What if the Three Gorges project had not gone ahead?

If China had stopped the project, it would have escaped several big problems. First of all, they would have saved the homes of 1.27 million people. Secondly, they could have kept more fertile land for farming. Finally they would also still have had many ancient remains in that area.

However, if the country had not gone ahead with the project, the country would have missed several very important benefits. The floods that often destroy whole towns would have continued. They would not be able to create 'clean' hydroelectric power for China's future. They would have had to construct lots more power stations that burn 'dirty' fossil fuels.

(For)
In my opinion, the benefits were greater than the problems. As a result, I believe the planners were right to go ahead with the Three Gorges project.

(Against)
In my opinion, the problems were greater than the benefits. As a result, I believe the planners were wrong to go ahead with the Three Gorges project.

C UNIT TASK

Aim: to produce a piece of writing which discusses things that happened in the past and what would have happened if things had been different.

1

- Tell students that Ari and Vana are talking about their trip to Britain and how this changed their lives. They are discussing what would or would

not have happened if they had stayed at home in Kurdistan.

- Ask individual students to read out Ari and Vana's example sentences in C1.
- Students should brainstorm arguments for and against Ari and Vana's going to Britain and staying in Kurdistan. They should suggest other things that would or would not have happened.
- In pairs, students produce sentences about Ari and Vana in the third conditional.
- After a suitable time, ask students to read their sentences to the class.
- Refer students to Activity Book page 35 Activity 3A.
- Ask students to read the task. Check that they understand. Students write a chain story about Ari and Vana in Britain. They carry on from the example sentences, using the prompts and changing them into third conditional sentences.
- After students have written the story, get them to read and check each other's work in pairs.

Answers

If Ari and Vana had not moved to Britain, they would not have gone to Valley Road Comprehensive. If they had not gone to Valley Road Comprehensive, they would not have joined the Three Tors team. If they had not joined the Three Tors team, they would not have had their amazing experience on Darmoor. If they had not had their amazing experience on Darmoor, they would not have appeared on the local and national news.

2

- Give students time to read and think about the instructions in C2 of the Student's Book.
- Give an example of an important event in your own life. For example, when you became a teacher. Write on the board: *If I had not become a teacher,* and say what would or would not have happened.
- Ask individual students to describe an event in the past that changed their lives, and say what would or would not have happened.
- Students should work in pairs. They should tell their partner an important event in their life and describe what would or would not have happened without that event. They can make notes.

3

- Ask students to open their Activity Books at page 35 Activity 3B.
- Students write about their partner. They write an important event in their life in paragraph 1. In paragraph 2 they say what would or would not have happened in their partner's life if that event had not taken place.

Answers

Students' own answers

LANGUAGE FOCUS

- This summarizes the main grammar points and the vocabulary of the unit. It also gives the students useful tips to improve their learning. This material is not strictly for classroom use but you can take advantage of it during the unit or as a separate revision of the main parts of the unit.

TO HELP YOU STUDY

- This section gives students useful techniques to improve their vocabulary, spelling and learning strategies. There are suggested activities to help students start using some of the techniques.

Important note: Every student has different strategies to learn a language. These are recommended techniques but students have to find their own best way of learning. Use these ideas to help them find their favoured methods. These ideas are not for assessment.

TO HELP YOU STUDY Answers

2 *Verse 2: air / fair* *Verse 3: sun / begun; call / all*
Verse 1: seas / trees; air / care; creatures / waters

3 *seas* /siːz/ *trees* /triːz/ *creatures* /ˈkriːtʃəz/ *waters* /ˈwɔːtəz/ *air* /eə/ *care* /keə/ *above* /əbˈʌv/ *love* /lʌv/ *air* /eə/ *fair* /feə/ *sun* /sʌn/ *begun* /bɪˈɡʌn/ *call* /kɔːl/ *all* /ɔːl/

6 LESSONS 1&2

WHEN SCHOOL FINISHES

I need a lot of skills.

Lesson 1 Student's Book p40

Grammar

The *-ing* form as a noun

Positive and negative tag questions

Vocabulary

Different kinds of skills; Vocabulary list p47

To start …

- Write the title of the unit on the board: *I need a lot of skills*, and discuss with students what they think it means.
- Ask students to name two or three common jobs and write them on the board.
- Brainstorm what skills and knowledge people need to do those jobs.

A READ AND SPEAK

Aim: to recycle and introduce unit vocabulary. Students also aim at developing different reading skills (for gist, specific information, etc.).

1

- Tell students to open their Student's Books at page 40. Tell them to study the pictures for one minute without reading the text and then close their books.
- Ask easy questions about the pictures. For example, ask: *Where are these people?* (Answer: *In a plane.*) *What are their jobs?* (Answer: *They are pilots.*) *How many can you see?* (Answer: *Two.*) *What is the one on the left doing?* (Answer *He is flying the plane.*) Do not let students read yet. Ask: *How does the pilot on the left look in the second picture?* (Answer: *Very serious. / Not very happy.*) What might be wrong? (Possible answers: *Perhaps the weather is going to be bad. / Maybe there's something wrong with the plane.*) Explain: *We don't know the problem yet. But we can guess that it's something bad. And we can guess that the pilots will need their special skills and training to find the solution.*
- Refer students back to the picture story on page 40. Let them read the picture story for one minute (but not the skills chart at this point).
- Students close their books again and work in pairs. They should explain what the pilot on the left is doing.
- Give students a minute or two to discuss their answers. Then ask one or two students to suggest what the pilot is doing.
- Ask the rest of the class if they agree. If not, students should make their own suggestion.

Answers

The pilot is landing the plane. It is an emergency because the plane's engines have lost power.

2

- Tell students to copy the skills chart in A2.
- Refer students to the skills chart. Make statements about the chart, some of which are true and some of which are incorrect. For example: *There are three kinds of skills in this chart.* (Answer: *True.*) *The first skills in the chart relate to things.* (Answer: *True.*) *The last skills in the chart relate to information.* (Answer: *False. The last skills are for dealing with people.*) *There are five different types of skills that relate to things.* (Answer: *correct.*)
- Students listen to your statements about the chart and decide if the statements are true or false.
- Discuss the different skills with the class. Ask: *What kinds of jobs need skills that relate to things?* (Answer: e.g., a *mechanic, a farmer*, etc.) *What sorts of jobs need skills that relate to information?* (Answer: e.g., a *computer programmer, a weather programme presenter*, etc.) *What types of jobs need skills for dealing with people?* (Answer: e.g., a *shop assistant, a doctor*, etc.)
- Refer students to the skills chart and to the pilots in the picture story.
- Ask them to say what skills the pilot is using in each picture and ask an individual student to read the example of the task.
- Students work in pairs, reading the picture story and discussing the skills the pilot is using.
- After a suitable period, let each pair of students compare answers with another pair.
- Elicit answers from the class.

Sample answers

In the first picture, checking, decision making and planning are the skills the pilot is using.

In the second picture, communicating clearly and being part of a team or group are skills the pilot is using.

In the third picture, coordination and communicating clearly are skills the pilot is using.

B GRAMMAR

Aim: to practise using *-ing* forms acting like a noun.

- Write the two example sentences on the board. Ask students to identify *-ing* forms. (Answer: *checking, [decision] making*)
- Ask students to identify the verbs in these sentences that use the *-ing* form. (Answer: *check* and *make.*)
- If students need more information, turn to page 46 Lesson 1: *-ing* forms acting like a noun, and read and discuss the information.

▶ **Ask students to open their Activity Books at pages 38 and 39 and do Activities 1 and 2 in class. Or, if you are short of time, let them start in class and then finish the activities at home.**

C SPEAK

Aim: to practise using *-ing* forms acting like a noun in the context of a discussion on skills students possess.

- Ask students to think of jobs they do at home, hobbies, or other free-time activities they do.
- Students note five of these jobs or activities in their copy books.
- Let students work in pairs with the lists in their copy books. They discuss the jobs and activities and say which skills are needed to do them. They can refer to the chart of skills as they do this.
- After a time, ask pairs of students to speak to the class. They name a job at home or an activity and say what skills they think are needed for it.

Note: Remind students to bring their Activity Books to the next class.

▶ Lesson 2 Student's Book pp40–41

To start …

- Ask students to name some jobs at home, including ones that they did not mention in Lesson 1C. Write them on the board.
- Put students into groups of four.
- Give groups two minutes to think what skills people would need to do the jobs listed on the board, etc.
- At the end of two minutes, ask different groups for their ideas.

D LISTEN AND READ

Aim: to improve students' abilities to listen to and read for gist. This activity also encourages students' thinking and inferential skills.

1

- Ask students to look at the picture on page 41 and describe what they can see.
- Then ask an individual student to read out the text under the picture.
- Ask students to answer these questions without reading any more of the text: *Who is Susan Lee?* (Answer: *A high school careers adviser.*) *Who is she talking to?* (Answer: *Rosie Day.*) *What kind of advice do you think Susan is going to give Rosie?* (Answer: *Advice about jobs and careers.*)
- Tell students to read the conversation quickly.
- As students are reading, write this question on the board: *What important skill does Rosie already have?*
- Draw students' attention to the question, then tell them to close their books and listen to the conversation.
- Play the recording.
- Students, in pairs, discuss what important skill Rosie has, making use of the chart in A but not reading the text in D.
- Elicit the answer from the class.

Answer

The important skill that Rosie already has is leading a group or team (and also being part of a team).

CD script Track 24

Susan *It's Rosie Day, isn't it? Have a seat.*
Rosie *Thank you.*
Susan *Now first, let's check some personal details. You're in Grade 11, aren't you?*
Rosie *That's right.*
Susan *And your subjects are English, French and Spanish, aren't they?*
Rosie *Well, I'm also doing business studies and IT.*
Susan *Mm … That's a useful mixture. Now, you haven't chosen a career path yet, have you?*
Rosie *No, I'm still not sure.*
Susan *No problem, but let's look at your interests and skills outside the classroom. They may help.*
Rosie *Perhaps.*
Susan *You like drama, don't you?*
Rosie *Yes, very much.*
Susan *But you didn't appear in the last school play, did you?*
Rosie *No, I didn't have time. You see, I help run the drama club, and I was very busy with that.*
Susan *So apart from acting, the drama club has given you a fantastic general skill, hasn't it?*
Rosie *You're right.*
Susan *And here's an idea. With your interest in languages and business, you could join an international company with offices in different countries. And then you could easily become a manager, couldn't you?*
Rosie *Oh, wow! I'd never thought of that before!*

2

- Tell students to read the statements in D2.
- Tell students to read the statements in pairs and discuss if they are true or false, but without reading the conversation again.
- Tell students to close their books and listen to the conversation again.
- Play the recording and let the students review their decisions about the true or false statements and change their responses if necessary.
- Play the recording a third time, with students following the conversation in their books.
- Let students finalise their answers to the true or false statements.
- Ask students to read out the statements and tell the class if they are true or false.
- Encourage students to correct false statements.

Answers

1 *False (The interview is probably in Susan Lee's office. Susan says, 'Have a seat'.)*
2 *False (Susan has to talk to Rosie and check personal information.)*
3 *False (Rosie says, 'I'm still not sure'. 'Still' shows that she has thought about her career before.)*
4 *False (Susan says, 'No problem' when Rosie says she has not decided her future yet.)*
5 *True (Rosie says, 'I'd never thought of that before'.)*

E GRAMMAR

Aim: to examine positive and negative tag questions.

- Give one or two examples of a positive tag questions, such as *You can speak Kurdish, can't you?* Introduce one or two of the new sort – negative tag questions, e.g. *It isn't very hot/cold today, is it?*
- Ask students to give the name of this kind of question, but if they can't, introduce *tag questions.*
- Write the three example questions from E (or give your own examples) on the board, but leave out the auxiliary verbs at the end of the questions:
  *You **are** in Grade 11, ______ ?*
  *You **like** drama, ______ ?*
  *You **have not chosen** a career path yet, ______ ?*
- Tell students to complete the questions with the correct question tag. (If they cannot do this correctly, tell them to cover E and find the correct question tags in D.) (Answers: *aren't you? don't you? have you?*)
- Focus on how to form tag questions correctly by relating the form of the tag to the tense of the verb in each sentence. If necessary, practise this briefly with a few other examples.
- Point out that if the verb is positive, the tag is negative and if the verb is negative, then the tag is positive.
- If students need more information, turn to page 46 Lesson 2 tag questions: positive and negative forms and discuss the information with them.

Note: There are tag questions that do not follow this pattern, but these patterns are too complex for students at this level.

F SPEAK

Aim: to practise positive and negative tag questions.

1

- Tell students that they are going to find out more about a partner who they already know. Ask them to form pairs of friends.
- Ask each student to write in their notebooks eight short sentences about his or her partner, for example their age, family and interests.
- Students swap partners and work with a second partner. Let them check each other's sentences and practise saying them as tag questions.
- Ask a few students to read out their sentences, and elicit the correct tag question from the class.

2

- Ask a student to read the examples from F2.
- Pair the students with their original partner again. They take turns to ask and answer the questions from their notebooks.
- Ask a few students to ask and answer their questions in front of the other students, who can listen and check the accuracy of the tag questions.

▶ **Ask students to open their Activity Book at page 31 and do Activities 3 and 4 in class. Or, if you are short of time, let them start in class and then finish the activities at home.**

Note: Remind students to bring their Activity Books to the next class.

Joe looks things up.

Lesson 3 Student's Book pp42–43

Grammar
Cause and effect
Phrasal verbs with objects

Vocabulary
Interests and vocabulary connected with careers and job finding; Vocabulary list p47

Background note: The California Career Zone Resource Network is an online career service to help students choose a suitable career path and explore jobs which might interest them. The website is based on the idea that students ask themselves a simple question: *What interests me?* And then they are guided by a series of questions to view jobs which might be of interest. The California Career Zone Resource Network is run by the state of California in the United States of America and the website address is: *www.cacareerzone.org. If students are interested and have a computer with internet access, they can visit this website. They will be able to use the Holland Code mentioned on page 42 of the Student's Book. They will find three alternative paths. They can follow 'California Text' and click on 'Quick Assessment'. They can go in through 'California Graphic' and click on 'Assess Yourself' and 'Quick Assessment'. They can follow 'California Flash' and click on 'Assess Yourself' and 'Quick Assessment'. Once they find this section of the website, students should follow the on-screen instructions to use the Holland Code.

To start …

- Ask students to talk about different ways students can prepare to get a job. They might answer that the best way is to get good qualifications and then answer job advertisements in the paper.
- Put students in pairs and give them a minute to think of other ways people might get jobs.
- Elicit different ways people might get a job, for example through a friend, working in a family business or even starting their own business.

A READ

Aim: to improve students' reading skills to understand and process information about choosing a suitable career path.

1

- Set the scene for the next part of the lesson. Ask students to name jobs they might like to do or might expect to do when they leave school or university.
- Write some of the jobs on the board and elicit reasons why people might do them. For example, because they like that kind of work, because they get a good salary or because jobs like that are easy to find.
- Now ask students how people choose the right job, in other words a job they think they will enjoy or be good at. Accept any reasonable suggestions.

2

- Tell students to look at A2 and ask individual students to read questions 1–8 to the class.
- Check that they understand the questions.
- Tell students to read the text on Student's Book page 42 individually and note brief answers in their copy books.
- Put students into pairs to compare and agree on the answers. As they do this, the pairs should look back at the text to check their answers.
- Ask individual students to give their answers and ask the rest of the class to listen and agree or disagree. If the other students disagree, they should suggest alternative answers.

Answers

1 *There are more job opportunities than ever before.*
2 *Because old jobs are disappearing and because there are so many different kinds of new jobs.*
3 *Kerry and Carrie both enjoy doing things for the community and helping other people.*
4 *Joe, Rob and Emma all use the internet.*
5 *Jack, Tina and Bill all help a team or club.*
6 *It consists of three letters.*
7 *You choose the three groups you would like to join, starting with the one you like best. The first letters of these three groups are your 'Holland Code'.*
8 *It describes jobs with Holland Codes, and this can help you choose ones that will interest you.*

3

- Tell students that they should work out what the expressions in bold text in A3 refer to.
- Tell them to read the three parts of sentences in A3 and find them in the text on page 42 and work out what the expression in bold refers to.
- Let students decide the meaning of the three phrases on their own first.
- Then let students compare answers with a partner.
- Check the answers with individual students in the class.

Answers

1 *'**The** journey starts **inside you**': This does not mean travel from one place to another. It means that you first think about the things that interest you.*

2 *'The "Holland Code," **a tool** that helps': This means something that people use to help them choose the right job for them.*

3 *'Perhaps **the right job** is waiting': This means a job which the reader can enjoy and do well.*

B GRAMMAR

Aim: to practise expressing cause and effect.

1

- Check that students remember the words *cause* and *effect*. If necessary, give examples to show the meaning, e.g. *cause*: *more CO_2 in the atmosphere*; *effect: global warming.*
- Write *cause* and *effect* on the board with example sentences under them. They can be the examples from the box or they can be your own.
- Ask students to identify the words which express cause and effect (Cause: *because of, as, since*; Effect: *therefore, so*). Note that students also know *as a result.*
- Give, or elicit, other example sentences containing these words.
- Check that students associate *because of, as* and *since* with cause and *therefore, as a result* and *so* with effect.
- Give examples of the difference between *because* and *because of,* pointing out that *because of* is followed by nouns or noun phrases while *because* must be followed by a clause with a verb.
- Give examples of the difference between *so,* and *therefore* and *as a result,* pointing out how *so* is used with informal language (such as speech and emails to friends) and *therefore* and *as a result* are used in formal language.
- If students need more information, turn to page 46, Lesson 3: Expressing cause and effect, and discuss it with them.

2

- Ask a student to read the example sentences with *because of* and *therefore.*
- Students work individually and rewrite these sentences, using *due to* and *as a result* in place of *because of* and *therefore.*
- Let students compare answers in pairs before eliciting the correct sentences from the class.
- Write the sentences on the board.
- Finally, ask students to rewrite the sentences with *As*, *Since*, *So*, using the connectors from the box.
- After allowing time for them to do this, check responses with the class.

Suggested answers

Cause

New jobs appear due to new technologies.

Because/Since Bill worries, he works the budget out carefully.

Go to careerzone because this shows thousands of jobs.

Effect

As a result, there are more opportunities than ever.

Finding one is harder. Therefore you need the right tools.

3

- Ask a student to read the example sentences. Check that students understand the task. If necessary, elicit another example from the class and write it on the board.
- Students should work in pairs and write three additional pairs of sentences to contrast the use of *so* and *because (of).*

Answers

Students' own work.

C SPEAK

Aim: to discuss two questions related to *The Right Job*.

- Ask students to look back to the text on Student's Book page 42.
- To help students recall the content about the Holland Code, give incomplete sentences and ask them to complete them by locating the relevant information in the text. For example, T: *Conventional people like …* Ss: *… working with details.* T: *People who want to find out why things happen …* Ss: *are investigative people.*
- Ask individual students to read out the tasks in C1 and C2.
- Give students time to look in the text and to locate the information.
- Students work in pairs and compare and discuss their responses.
- After a suitable period, ask students to report their ideas to the class. The other students should listen and say if they agree or disagree with the replies.
- If students disagree, they should give an alternative answer.

Answers

1 *The code SRC means social, realistic and conventional. A person needs to be all these things to enjoy nursing.*

2 *A probable code for the pilot in Lesson 1 would be E (Enterprising) C (Conventional) and R (Realistic).*

Note: Remind students to bring their Activity Books to the next class.

▶ Lesson 4 Student's Book pp42–43

To start …

- Ask students to work in pairs and recall as much information as they can about *The Right Job* with their books closed.
- Students, in pairs, join another pair to form groups of four.
- In small groups, students compare the information they can recall about *The Right Job* and help each other recall more.
- Hold a feedback session about the text with the class, recalling as many facts about it as they can remember.

D READ AND SPEAK

Aim: to summarize the main information in a reading passage and to contextualise unit grammar.

1

- Set the context of D. Students are going to create a summary of *The Right Job*. Sentence halves 1–5 are incomplete and sentence halves a–e are mixed up. Students have to match a–e to 1–5.
- Ask individual students to read sentence halves 1–5 and a–e.
- Let students think about the parts of the sentences for a short time. Then ask them individually to match the correct halves of the sentences. They should note their answers.
- Put students into pairs to compare and agree on answers. As they do this, the pairs should look back at the text on page 42 to check their answers.
- Ask individual students to give their answers and explain why they matched the two halves of the sentences. Ask the rest of the class to listen and agree or disagree.
- When all the sentences have been correctly matched, put pupils in pairs. Tell them to summarize the text without using their books.

Answers

1c 2d 3a 4e 5b

Note about summary writing: Students should not use exactly the same words as shown in the text when they summarize the content of a text. They are stating the main ideas or information more briefly, and thus using new ways of expressing them.

E GRAMMAR

Aim: to practise and extend knowledge of phrasal verbs.

1

- Ask students: *What are phrasal verbs?* For now, it is enough to elicit (or give) the answer that they are verbs which contain two (or more) parts.
- Ask students to give examples of phrasal verbs.

- Write these sentences on the board with numbered spaces between the words as shown:
  A: *(a website) Emma has set (1) .... up (2) ....*
  B: *(things) Joe looks (1) .... up (2) .... on the internet*
  C: *(it) Bill works (1) .... out (2) .... carefully*
- Ask students to put the words in brackets in the correct place in the sentences. (Answers: A1 or 2; B1 or 2; C1.)
- Elicit ideas and complete the sentences on the board. Individuals read out the sentences from the Grammar box, and then others give the possible variations for 1 and 2.
- Explain: a noun object can be placed in two positions in both sentences A and B. These pairs of sentences are both correct: *Emma has set a website up / Emma has set up a website; Joe looks things up on the internet / Joe looks up things on the internet.* However, if the object is a pronoun (it / her / him, etc.) then it can only go in position 1.
- If students need further explanation, tell them to look at Lesson 4: Phrasal verbs with objects, on page 46 of their Student's Book. If necessary, discuss it with them.

2

- Tell students to look at the text to find more examples of phrasal verbs. (Answer: e.g. *set up, find out, look up, tidy up, give up, write out, work out.*)
- List some of the verbs on the board and elicit sentences with these verbs and with noun objects.
- As students say the sentences, ask the other students to say the sentence and change the form from nouns to pronouns. For example: *Emma looked up the word. / Emma looked it up.*

3

- Explain to the class that they are going to play the 'Please' game to practise phrasal verbs.
- Ask a student to read out the phrasal verbs to use in the game (*pick up, put down, turn on, turn off, take out, put away*). Ask another student to read out the sample sentences.
- The object of the game is to trick students, who should ignore any instructions without *please.* For example, students should not move to the instruction: *Pick up your books!* On the other hand, students must follow instructions which contain *please*. For example, if the teacher says *Pick them up, please* (while pointing to some books), students must follow the instruction and do the action because it contains the word *please.*
- Once students understand the idea, it is important to give the instructions at a fast pace so that you can catch out students. This is what makes the game fun.
- After a while, ask individual students to take your place and give the instructions.

F SPEAK

Aim: to discuss different jobs in Kurdistan.

- Explain to students that they are going to talk about jobs in Kurdistan – traditional jobs which have disappeared or are becoming unusual, and new jobs which are appearing.
- Give the example of transport and how jobs related to horses used to be common in the past but have almost all disappeared. Talk about how these transport jobs were replaced by jobs related to cars, buses and lorries.
- Write the categories *Old Jobs* and *Modern Jobs* on the board and ask students to write them in their note books.
- Give students two or three minutes to think and write appropriate jobs under each heading.
- Let students work in pairs and compare and add to their lists.
- At a suitable time, ask students for feedback to the class and write ideas on the board.

Suggested answers

Older Jobs	Newer jobs
farming	*construction*
making traditional cloth	*oil-related jobs*
producing goods by hand	*jobs related to the internet*

▶ **For further practice, ask students to complete Activities 1–4 on pages 40 and 41 of their Activity Books in class, or to start them in class and then complete them at home.**

Note: Remind students to bring their Activity Books to the next class.

Interviewing and writing a report

Lesson 5 — Student's Book p44

To start …

- Play the game below with the students.
- Draw seven dashes, leave a small space and draw another seven dashes on the board
- (__ __ __ __ __ __ __ __ __ __ __ __ __ __ __). These dashes are for the word: *careers adviser*. (But do not tell students this.)
- Ask students to 'find' the words. To do this, individual students say letters of the alphabet. If the letter is correct, write it in the correct place in the word. For example, if a student says 'a', write 'a' on the dashes where it is needed: __ a __ __ __ __ __ __ a __ __ __ __ __ __ .
- Imagine the next student says 'w', the suggested letter is incorrect, because there is no 'w' in the words *career adviser*. Write it somewhere else on the board, so that is not suggested by another student.
- Continue to elicit letters from individual students. If the letter suggested is correct, write it in the correct place in the word(s). If the letter suggested is wrong, make a note.
- If students can complete the word on the board before they suggest ten wrong letters, they win the game. If students suggest ten wrong letters before they complete the word, then the teacher wins.

Note: This is a game which you can use at any time – for example, when you have a few minutes free at the end of a lesson. Students themselves will quickly be able to take over your role.

A LISTEN AND SPEAK

Aim: to improve students' listening skills for gist and noting specific information and to consolidate the unit vocabulary and grammar.

1

- Tell students to open their Student's Books at page 44.
- Tell them to look at the pictures and ask: *What can you see?* Students discuss them in pairs.
- Ask students to feedback sentences. For example: *I can see four young people looking at a computer screen. There is a screen with a fast car. There is another screen with the name of a school and something about a computer club. There is another picture with two men, one older and one younger.*
- Ask an individual student to read A1.
- Students, in pairs, suggest how the four pictures may relate to each other.
- Ask the whole class for their ideas. Accept any reasonable ideas, but do not confirm or correct them at this point.

Answer

Possible answer

The young people in the first picture are in their school computer room. Perhaps they are looking up possible jobs on the computer. The other three pictures show other activities with computers. One shows a computer game. Another shows the home page of the school computer club. The last one shows one of the boys in the big picture. Now he looks older, and he seems to be in an office. Perhaps he now has a career in the computer industry.

2

- Write these questions on the board: *Who is Dara speaking to?* and *What are they talking about?*
- Play Part 1 of the recording. Students listen and answer the questions.
- Play Part 1 again. Students compare answers in pairs.
- Elicit the answers from the whole class. (Answers: *Dara is speaking to a careers adviser. They are talking about the Holland Code.*)
- Having established the context of the conversation, ask a student to read A2.
- Play Parts 1–4 of the recording and get brief suggestions about the pictures from the class, but do not confirm answers at this point.

Answer

The four pictures show what Dara talked about with the careers adviser and his different activities with computers and at the Computer Club. The last picture shows his future career in the computer industry. As his name is Dara Jaf, the name JAF-TECH may mean that he will have his own company.

CD script Track 25

Part 1

Susan *It's Dara Jaf, isn't it? Take a seat.*
Dara *Thank you.*
Susan *You've done your Holland Test, haven't you?*
Dara *Yes, I have. Here you are.*
Susan *Thanks. I expect you found it interesting, didn't you?*
Dara *Yes, it was interesting. But it can't really help me decide my future, can it?*
Susan *Well, yes, it can. Let's start with your Holland Code.*
Dara *I wrote R-A-E.*
Susan *So you like to be with people who are realistic, artistic and enterprising, don't you?*
Dara *That's right.*

Part 2

Susan *Now, tell me, why did you write R first?*
Dara *My friends are all into computers and software, and so am I. That goes with R for Realistic, doesn't it?*
Susan *Yes, sure. And what made you write A?*
Dara *A lot of the people I know like writing software. Me, too. I've always loved computer games, and now I've started creating my own. It's OK to call that innovative, isn't it?*
Susan *It certainly is, and that comes under A for Artistic. And finally, you wrote E, didn't you? Why was that?*
Dara *Well, recently, I set up the new school computer club with two friends. We're doing well, and we've just finished building our own website.*
Susan *Mm, very enterprising. Well done!*
Dara *Thanks.*

Part 3

Susan *Now, your Holland Code also shows us something about general skills that you can use in your career.*
Dara *Really? How does that work?*
Susan *Take R for Reality. That's about your interest in computers and software. And skills that relate to those things include setting up and using equipment.*
Dara *I see, and what about A for Artistic?*
Susan *Well, creating websites and computer games needs skills such as inventing and designing.*
Dara *Yes, I can see that. And E for Enterprising?*
Susan *Setting up the computer club with your friends needs skills for dealing with people: for example, being part of a group, and also leading a group.*
Dara *That seems right.*
Susan *So you can see you've been developing lots of useful skills that may help you in the future.*

Part 4

Dara *So does all this lead to any career ideas?*
Susan *Yes, certainly. I think it shows clearly that you should work in the computer software industry.*
Dara *I agree with that.*
Susan *And you would probably do well in the field of computer games or in the field of website design.*
Dara *I'm happy with that to start with. But later, maybe I'll want to change to something else.*
Susan *Yes, everything and everyone changes a lot in today's world of work. But listen, here's one idea that comes from your Holland Code letter E for Enterprising.*
Dara *What's that?*
Susan *Remember the skill of leading a group? After a few years of experience in a software company, you could think about starting your own business!*
Dara *I like that idea! Thanks!*

▶ **Ask students to open their Activity Books at page 42, Activity 1.**

3

- Ask an individual to read the instruction A3 in the Student's Book.
- Ask students to look at page 42 of their Activity Books and ask students to read the notes.
- Point out that Section 1 is complete but that Sections 2 and 3 have information missing.
- Ask students to suggest examples of the kind of information to put in the notes, but do not confirm their suggestions at this point.
- Point out to students that Parts 2 and 3 of the recording contain the missing information for Section 2 in their Activity Books and Part 4 contains the missing information for Section 3.
- Play Parts 2–4 of the recording one by one. Students listen and write the missing words from the notes in their Activity Books.
- Students, in pairs, compare and discuss their responses.
- Play Parts 2–4 of the recording again for students to check their answers. If necessary, repeat the recording a third time.
- Elicit the correct responses from the class and write them on the board so that all students have correct answers.

Answers

<u>Section 2</u>
Letter 1: *Realistic*
Because he likes working with *software* & *computers*
Related skills:
setting up & *using computer equipment*

Letter 2: *Artistic*
Because he likes designing *websites* & *computer games*
Related skills:
inventing & *designing*

Letter 3: *Enterprising*
Because he has started *a computer club* & *a website*
Related skills:
being part of & *leading a team*

<u>Section 3</u>

Industries:	1 computer software	2 xxxxxxx
Fields:	1 computer games	2 *website design*

B PRONUNCIATION

Aim: to practise listening to and saying question tags with the correct rising or falling intonation.

1

- Ask students to look at Student's Book page 44 B1 and tell them to read the sentences silently.
- Explain the task. For each tag question at the end of the sentences, students will listen to decide whether the intonation goes up or down.
- Ask students to write numbers 1–4 in their copy books and beside each draw a box for an intonation arrow that they will add.
- Play the recording and students carry out the task. They add an arrow up or down according to what they hear.
- Students compare their answers in pairs. Then play the recording again for students to check their answers.
- Elicit the answers.

CD script Track 26

1 *You've done your Holland Test, haven't you?*
2 *I expect you found it interesting, didn't you?*
3 *It can't really help me decide my future, can it?*
4 *You like to be with people who are realistic, don't you?*

Answers

1 down 2 up 3 up 4 down

2

- Write on the board: *You've done the Holland Test, haven't you?*
- Ask two students to read the sentences about intonation with question tags in B2.
- Draw arrows to represent rising and falling intonation for the question tags.
- Point to the arrows on the board at random and get the class and individuals to say the sentence on the board with the intonation you indicate.

3

- Play the recording again for students to listen to.
- Play the recording again for students to repeat.

C SPEAK

Aim: to practise acting out a conversation, copying the correct intonation pattern.

- Refer students to C. Play Part 1 of the recording while students follow the text in their Student's Books.
- Tell students to look at the text and find the question tags.
- Play Part 1 again. Students listen for the intonation of the question tags as they are said in the recording.
- Students work in pairs and read and act out the conversation.
- After the pair work, ask one or two pairs of students to act out the conversation to the class. Other students should listen and check that the intonation of the question tags is said correctly.

Note: Remind students to bring their Activity Books to the next class.

▶ Lesson 6 Student's Book pp44–45

D WRITE

Aim: to prepare students to write a report about their partner's career interests.

▶ **Ask students to open their Activity Books at page 42, Activity 1 and Activity 2.**

1

- Ask an individual student to read D1.
- Refer pupils to Activity Book page 42, Activity 1.
- Tell students to swap books and check if the information in the notes and the spelling of the words in their partner's Activity 1 is correct.

2

- Ask a student to read out D2 and check that students understand the task.
- Refer students to Activity Book page 42, Activity 2.
- To demonstrate the task clearly, read out the first incomplete sentence *Dara Jaf is 17 and he is in Grade ……* . Tell students to look in Section 1 and find the missing information.
- Elicit the phrase to complete the sentence *(11)* and have students write this in the first space. If necessary, do another example or two orally but do not let students write at this point.
- Ask individual students to complete the missing information in Activity 2, using their notes from Activity 1.

Activity Book page 42 Activity 2

Dara Jaf is 17 and he is in Grade 11. The school subjects he is taking include mathematics, IT, physics, chemistry, biology and English.

Dara's Holland code is R-A-E. This code comes from the following points about him. First, he likes working with software and computers. Useful related skills include setting up and using computer equipment. Secondly, he likes designing websites and computer games. Important related skills include inventing and designing things. Thirdly, he has started a computer club and a website. Useful related skills include being part of and leading a team.

We have discussed possible career paths and it seems clear that he should work in the computer software industry. He would probably do well in the field of computer games or in the field of designing websites.

3

- Let students compare and correct paragraphs in pairs.
- Tell students to swap partners and read out parts of their paragraphs to their new partner.

E THINK ABOUT IT

Aim: to practise discussing for and against doing a single job during your working life.

- Write these questions on the board: *Who are the two people in the cartoon? What are they discussing? Do they agree?*
- Tell students to read the cartoon.
- Give students a short time to think about possible responses and note the answers to the questions. Then let them briefly compare ideas in pairs.
- Elicit the answers: *A grandfather and a grandson; doing the same job for 45 years; not really.*
- Ask the class to think about this question: *Who is right, the grandfather or the grandson?*
- Let pairs discuss it briefly, and then elicit feedback from the class.
- Write ideas on the board under the heading *Arguments for staying in one job* and *Arguments against staying in one job*. For example:

Arguments for staying in one factory job	Arguments against staying in one factory job
• *Life is easy and familiar and is not very complicated.* • *You get to know the people who you work with very well.* • *You know what today is like and you know what tomorrow will be like.* • *You learn one job and you become good at it.*	• *Life is boring in one job because every day is always the same.* • *You get to know different people and you have lots of friends.* • *The world changes and you have to change with it.* • *Old jobs disappear and you need to learn to do new ones.*

- Tell students to work in pairs. One student takes the role of a grandfather, and their partner takes the role of the grandson. Rehearse a conversation, e.g.

A: *I did a factory job for 45 years. It was good enough for me, so it should be good enough for you.*

B: *I'm not sure about that, Grandad. Life is boring in one job because every day is always the same.*

A: *Yes, but …*

- Students practise their conversations in pairs, giving opposite points of view about staying in one factory job all your working life.
- After the paired practice, ask one or two pairs to do their role play for the class.

F UNIT TASK

Aim: to produce a report, similar to Susan Lee's report about Dara Jaf.

▶ **Ask students to open their Activity Books at page 42, Activity 1.**

1

- Tell students that they are going to write a report about a partner like Susan Lee's report about Dara Jaf.
- Point out that to do this, they will have to prepare some information about themselves to give to their partner.
- Ask students to look at F1 on Student's Book page 45.
- Ask individual students to read out the notes in F1. Check understanding and explain as necessary.
- Refer students to Student's Book page 42. Tell them to read the white box with the Holland Code in it. They should choose/recall their own Holland Code and write it in their copy books.
- Tell students to look at Activity Book page 42, Activity 2, Section 2.
- Students make similar notes about themselves to explain each letter in their Holland Code and to list the useful skills they have developed.
- Students should write their notes in their copy books.

▶ **Ask students to open their Activity Books at page 43, Activity 3A, Sections 1, 2 and 3.**

2

- Give students time to read and think about the instructions in F2.
- Briefly read the instructions and examples with the class, answering questions and helping them to understand. Tell students they will have the chance to practise more later.
- Tell students to look at Student's Book page 44 C.
- Ask them to read it to help them recall some of the conversation between Susan and Dara.
- Ask students to look at F on Student's Book page 45. Check that students understand the industries listed at the bottom of F2 (*building, construction, farming, hotel, restaurant,* etc.).
- Tell students to look at Activity Book page 43 Activity 1. Ask them to suggest questions to go with the information in Section 1.
- Bring a student to the front of the class to role play Section 1 by answering questions as himself or herself.
- Take the part of Susan Lee and ask questions based on Section 1. Ask and answer questions with the student. Try to make questions and tag questions. For example: *Your family name is (Jaf), isn't it? Do you spell your family name with a (G) or a (J)? Your first name is (Dara), isn't it? You're (17), aren't you?*
- When the task is clear to students, put them in pairs. One student plays the role of Susan Lee and asks questions based on Section 1. The other answers questions as himself or herself. At the same time, the student taking the role of Susan Lee writes their partner's details in the correct place in Section 1 of his/her Activity Book.
- Once they have completed one interview, the students swap roles.
- After completing Section 1, direct students to questions from F2 related to Sections 2 and 3.
- Bring a different student to the front to role play Sections 2 and 3 and act as himself or herself.
- Ask individuals from the class to take the role of Susan Lee. They can ask the questions in F2 about Sections 2 and 3 (of Activity 1 on page 43 of the Activity Book). They should also suggest and discuss useful skills and suggest a future career path. For example, *Tell me, why did you write (code letter) first? And what made you write (code letter)? And finally, you wrote (code letter), didn't you? Why was that?* etc.
- When the task is clear to students, put them in pairs. One student plays the role of Susan Lee and asks questions from F2. Their partner answers questions as himself or herself.
- After a suitable time, ask one or two pairs to do their role play in front of the class.

Answers

Students' own answers

▶ **Ask students to open their Activity Books at page 43, Activity 3A, Sections 2 and 3.**

3

- Ask a student to read out task F3.
- Refer students back to Activity Book page 43, 3A.
- They repeat their role play of Sections 2 and 3 with their partner. This time they write their partner's details in the appropriate section of the Activity Book.

4

- Ask a student to read out task F4.
- Let students compare the information they recorded about their partner in their Activity Book page 43 Activity 3a Sections 1, 2 and 3 with the information each student wrote about themselves in their copy books in task F1.
- Students should make sure the details are correct, and should correct any mistakes.

Answers

Students' own answers

5

- Ask a student to read out task F5.
- Refer students back to Activity Book page 42, Activity 2 and page 43, activity 3B.
- Remind students about the paragraphs they wrote about Dara on page 42, Activity 2. Explain that they are going to write a similar paragraph, using their notes in Activity 3A to write Susan Lee's report about their partner.
- Check that students understand the task in F5, then get them to write the report.
- After they have written the report, get students to read and check each other's work in pairs.

Answers

Students' own answers

LANGUAGE FOCUS

- This summarizes the main grammar points and the vocabulary of the unit. It also gives the students useful tips to improve their learning. This material is not strictly for classroom use but you can take advantage of it during the unit or as a separate revision of the main parts of the unit.

TO HELP YOU STUDY

- This section gives students useful techniques to improve their vocabulary, spelling and learning strategies. There are suggested activities to help students start using some of the techniques.

Important note: Every student has different strategies to learn a language. These are recommended techniques but students have to find their own best way of learning. Use these ideas to help them find their favoured methods. These ideas are not for assessment.

TO HELP YOU STUDY Suggested answers

Creating it	Collecting it	Storing it
drawing	*looking up*	*listing*
filming	*studying*	*putting in order*
imagining		

Managing it	Using it
correcting	*giving street directions*
	report writing

It's used for sports shows.

Lesson 1 Student's Book p48

Grammar
Active and passive
by + agent

Vocabulary
Vocabulary used for TV programmes, film and TV production; Vocabulary list pp 54–55

Background note: The term *soap opera* is American slang from the 1950s to describe a daytime drama series based on the home and family, with episodes every week – or more often. These were popular with housewives, and typical advertising on these programmes was for soap powders. *Soap opera* or more often *soap* is now used throughout the English-speaking world for popular and regular dramatic series on television.

To start …

- Give students one or two minutes to note in their copy books as many types of TV programmes as they can remember. (Possible answers: *documentary, the news, film, play.*)
- Let students compare their lists, and then elicit the words from the class.
- Play the following vocabulary game with some of the words students mention.
- Give the definition of a word and then ask students to tell you which word you are defining. For example: *A TV programme which tells us what is happening in the world.* (Answer: t*he news.*)

A LISTEN AND DO

Aim: to listen to conversations for sequences of information and to work out what specific items of vocabulary are being described and chosen.

1

- Tell students to open their Student's Books on page 48. Tell them to read the TV programme types in A1 for one minute and then close their books. Elicit any types of TV programmes that students did not mention in 'To start …'.
- Tell students to copy the programme types.
- Refer students to the list of programmes for Channels 1, 2 and 3. They should read the information about the TV programmes and write the name of the TV programmes next to the correct programme types in their copy books. If necessary, give an example of the task on the board.
- After a suitable period, students can compare and correct their answers in pairs.

Answers

Programme Type	Programme Name
1 *cartoon show*	*Kids' Special*
2 *cookery programme*	*Meals in Minutes*
3 *discussion programme*	*Questions and Answers*
4 *documentary (series)*	*Our Changing Climate*
5 *film/movie*	*Journey to the Final Star*
6 *game show*	*Who's Going to Win a Million?*
7 *music show*	*Sounds Great!*
8 *soap (opera)*	*Family Friends*
9 *sports programme*	*Match of the Day*
10 *the news*	*The World Today*
11 *travel show*	*Let's Go!*
12 *TV drama*	*Play of the Week: The Happiest Wedding*

2

- To prepare students for the listening activity, ask them: *Why do people need the kind of information in A?* (Answer: *To help them choose programmes to watch.*)
- Ask an individual student to read A2.
- Play the recording while students note the times and the programmes that Maddy and Harry decide to watch.
- Give students a minute or two to compare and discuss answers.
- Play the recording again.
- Ask one or two students to give the correct answers.

CD Script Track 27

Harry	*What's on TV this evening, Maddy? I guess all your programmes are different from the ones we get in Ireland.*
Maddy	*I guess so. Let me look at the TV magazine a minute. There's The World Today on Channel 1 at six.*
Harry	*[unenthusiastically] Hmm … What's on apart from that?*
Maddy	*Well, there's Family Friends.*
Harry	*Oh? What's that about?*
Maddy	*It's a soap. It says here, 'it follows the lives of Bill, Bella and their friends.'*
Harry	*That sounds OK. And what's on after that?*
Maddy	*There's Meals in Minutes on Channel 2 at six thirty. I always watch that, so I'm afraid you'll have to watch it, too!*
Harry	*No problem. I like cooking. And what's on after that?*
Maddy	*There's Our Changing Climate on Channel 1, Let's Go! Channel 2 and Sounds Great! on Channel 3, all at seven o'clock. What about Sounds Great! from seven to seven thirty?*
Harry	*What's that about?*
Maddy	*It's a music programme. It's produced live in the studios. And it's often very good.*
Harry	*Right, that's fine with me.*
Maddy	*So let's watch Family Friends at six. Then we're going to watch Meals in Minutes from six thirty to seven.*
Harry	*And then it's Sounds Great! at seven for half an hour.*
Maddy	*And then it'll be time for dinner!*

Answers

6.00	*Family Friends*
6.30	*Meals in Minutes*
7.00	*Sounds Great!*

B GRAMMAR

Aim: to consolidate and extend information about active and passive tenses.

1

- Write the example active sentence on the board: *Channel 2 films* Let's Go! *all over the world.* Ask students to identify the subject, verb and object. (Answer: *Channel 2, films, Let's Go!*)
- Write the passive form of the same sentence: Let's Go! *is filmed all over the world.*
- Ask students to describe the change: (The object has now become the subject, the form of the verb has changed, and the old subject has disappeared.)
- Point out that the passive is used when the object of a sentence is more important than the subject. This is often important in formal writing.
- If students need more information, turn to page 54 Lesson 1: Active and passive. Read and discuss the information.

2

- Ask an individual student to read B2.
- Demonstrate the task to the class with two students taking the roles of A and B.
- Explain that some verbs in the TV programme notes are past participles and become passives in the new task. Compare *brings* and *is set.* Elicit other examples of past participles from the timetable. For example: *Which programme is loved by children, young and old? Which programme is watched by millions every week? Which programme is based on a true story? Which programme is produced live in the studios?*
- Ask students to work in pairs to produce similar conversations for all the programmes in A2.
- When students have finished, ask pairs to present their conversations in front of the class, who should listen and correct any errors.

C SPEAK

Aim: to practise describing and choosing TV programmes, including favourite programmes.

- Write the names of two of the TV programmes in A, such as *Family Friends* and *Our Changing Climate.*
- Tell students that these are answers to questions and ask them to think of questions whose answers will be the names of the programmes. Tell them that the question should include the words 'this evening'. Elicit *What's on TV this evening?* Elicit other questions, such as *What's on after that? What's on apart from that?*
- Name a popular channel in Kurdistan and ask students these questions. Elicit information about a few of this evening's TV programmes.
- Tell students to read C in their Student's Books page 48.

- They should get into pairs. Ask one pair to demonstrate the conversation. Then all the pairs practise it.
- At the end of the conversation, ask students to name some of their favourite Kurdish programmes and describe them briefly. They can use the given prompts, or they can use their own ideas.

Note: Remind students to bring their Activity Books to the next class.

▶ Lesson 2 Student's Book pp48–49

To start …

- Ask students if they have ever seen a TV programme about how films or TV programmes are made, or if they have ever visited a TV studio and seen people at work there.
- Ask students to tell you as much as they can about what they remember.

D LISTEN AND READ

Aim: to improve students' abilities to listen to and read for gist. This activity also encourages students' thinking and inferential skills.

1

- Tell students to look at D1 on page 49 of their Student's Books.
- Ask individual students to read D1.
- Put students in groups of three or four to look at the picture in D on page 49. Tell them to discuss questions 1–3 without referring to the text.
- Elicit as much information as students can give about the picture, the people in it and the sort of programme that they are perhaps going to make.

Answers

Students' own answers

2

- Ask students to answer these questions about the introductory three lines of the text to get more detail about the context of the listening: *Who is Julie Long?* (Answer: *A training manager.*) *Who is she talking to?* (Answer: *Megan Stone and Farhad Ismaeel.*) *What is Julie doing?* (Answer: *Showing the students round the TV studios.*) *Why are the students there?* (Answer: *They are on work experience.*)
- Write this question on the board: *What is going to happen at the end of the conversation?* Tell students to read the conversation on page 49 quickly and find the answer. (Answer: *They are going to start filming a soap.*)
- Draw students' attention to D2 and ask an individual to read the task. They are going to confirm or correct their answer to 1.3. They are also going to name all the jobs that are mentioned in the conservation.
- Play the recording.
- At the end of the recording, ask students to check their answers to D2.1 and 2.2 in pairs and discuss if their previous predictions based on the picture were correct.
- Play the recording again. This time students can follow in their books as they listen.
- Ask individual students to give their answers to the rest of the class. Ask the class if they agree.

CD script Track 28

Julie	*Down there, you can see Studios 1 and 2. Studio 1 is small, and it's used for programmes like sports shows with a presenter and just a few guests.*
Farhad	*And Studio 2?*
Julie	*That's bigger, and it's used for things like discussion programmes with studio audiences … And over here is Studio 3. Do you recognize the sets?*
Megan	*Like that living-room there, and that shop?*
Farhad	*I think they're the sets for* Family Friends*!*
Julie	*Yes! Our top soap's produced right there every week.*
Megan	*My favourite programme!*
Farhad	*Is everything filmed in just one studio?*
Julie	*Yes, and the filming is all controlled by the director and her team from this control room.*
Megan	*So the director doesn't work in the studio?*
Julie	*No, things down there are organized by the floor manager. That's him. He's talking to the cameraman.*
Farhad	*When an episode is made, does it go out live?*
Julie	*No, first it's edited by our production people. It's broadcast a week later.*
Megan	*Look, the actors are coming on set. They're going to start filming!*
Julie	*Would you like to watch?*
Megan	*I certainly would!*

Answers

1. *They are going to make a soap opera.*
2. *Jobs mentioned: (training manager), presenter, director, floor manager, cameraman, production people, actors.*

3

- Tell students to look at the question-writing activity in D3. Tell students that they have to find what the underlined words refer to.
- Write the first sentence on the board: *Because they are on work experience.*
- Tell students that they should replace the underlined word (in this sentence *they*) with *what* or *who*. For example: *Because (who) are on work experience.*
- Students should look in the text and find the information: *Megan Stone and Farhad Ismaeel.*
- Students then write the question: *Why are Megan Stone and Farhad Ismaeel at Channel 5?* This produces the answer *Because they are on work experience.* If necessary, give another example with the second prompt: *(What) is used for programmes that only need a few people in the studio?* (*Studio 1.*)
- Let students work individually to write the other questions for D3 in their copy books.
- When they have finished, ask them to compare their questions in pairs and, if necessary, to correct them.
- Ask individual students to read out the questions to the rest of the class. Encourage the other students to confirm correct answers or correct wrong answers.

Suggested answers

1. *Why are Megan Stone and Farhad Ismaeel at Channel 5?*
2. *What is Studio 1 used for?*
3. *Where are programmes with studio audiences made?*
4. *Where is* Family Friends *filmed?*
5. *How often are episodes of* Family Friends *filmed?*
6. *Who is the filming of* Family Friends *run / controlled by?*
7. *When is* Family Friends *broadcast?*

E GRAMMAR

Aim: to examine the use of *by* + agent in passive sentences.

1

- Write on the board: *The director runs the filming.*
- Ask students to begin to change the sentence into the passive, firstly by making the object *filming* into the subject and by changing the verb *runs* into the passive *is run*.
- Ask students: *Where do you put 'the director' in the passive sentence?* (Answer: *at the end, after the verb.*) *What word should you add before 'the director'?* (Answer: *by.*)
- Elicit the complete passive sentence and write it on the board: *The filming is run by the director.*
- Explain that phrases in passive sentences which follow *by* are called *agent(s).*
- If students need more information, turn to page 54 Lesson 2: *by* + agent, and discuss the information with them.

2

- Ask an individual student to read the task for E2.
- Tell students to look back at the text to find examples. Let students compare what they found in pairs before asking the whole class to read out the examples they found in the text.

Answers

without *by* + agent	with *by* + agent
It's (Studio 1) used for programmes like sports …	*filming is all controlled by the director …*
It's (Studio 2) used for things like discussion …	*things down there are organized by the floor manager …*
Our top soap's produced right there …	*It's edited by our production people …*
Is everything filmed …	
When an episode is made …	
It's broadcast a week later …	

F SPEAK

Aim: to talk about some of the jobs involved in TV production and what programme on Kurdish television students would like to help make.

1

- Ask students to recall the jobs mentioned in D (*training manager, presenter, director, floor manager, cameraman, production people, actors*).
- Write them on the board and ask the class to briefly describe each job. For example, students may mention *the training manager* at a TV studio. They then describe a training manager as someone who *helps to train people to do jobs in the TV studios*.
- Tell students to imagine they are going to do work experience at Channel 5. They should say which job they would like to learn about and explain why they would like to learn about it.
- Demonstrate the task with a pair of students:
  Teacher: *Which jobs would you like to learn about and why?*
  Student A: *I would like to learn about the actors because I think they have a very interesting job.*
  Student B: *I would like to learn about a training manager because I'm interested in that sort of work.*
- Students should discuss in pairs what jobs they would like to learn about and explain why.
- At the end of the pair work, ask some individuals to give their answers to the class.

2

- Have a short class discussion about programmes on TV.
- Ask students to mention some of their favourite TV programmes. Write some of these on the board.
- Ask students: *Which of these programmes would you most like to help make?* Encourage students to give reasons for their answers.

Extra activity

- This activity can be used with an able class or with students who are very interested in TV production jobs.
- Students think of the jobs presented in D on page 49 (*training manager, presenter, director, floor manager, cameraman, production people, actors*).
- Ask them to look again at their Student's Book page 42 and re-read *The Right Job*, the text about Holland Codes.
- Let students work in pairs and work out likely Holland Codes for the jobs mentioned on page 49.
- When pairs have finished, put them with other pairs to compare and discuss answers.

▶ **Ask students to open their Activity Books at pages 46 and 47 and do the activities in class. Or if you are short of time, let students start them in class and then complete them at home.**

Note: Remind students to bring their Activity Books to the next class.

CGI has been used in many ways.

▶ Lesson 3 Student's Book pp50–51

Grammar
Passive forms of simple verbs and modal passive forms

Vocabulary
Vocabulary connected with TV and film production; Vocabulary list pp 54–55

Background note: The first photograph was taken in 1826, but the first 'moving pictures', or movies, date from 1891. In 1895, the first special effect was created. It was in the film *Mary Queen of Scots*. Audiences who saw the film believed that the head of the actress playing the Queen really had been cut off, but of course it had not. What the director of the film did was very clever. To produce the effect of the Queen's head being cut off, the director stopped filming the scene just before the axe fell. The director then made all the other actors remain still while the actress playing Queen Mary left the scene and was replaced by a dummy dressed in the same clothes. Filming started again and the axe fell, not on the neck of the actress playing Queen Mary, but on the neck of the dummy.

To start …

- Write on the board: *special effects* and the letters *SFX*.
- Tell students that these words are connected to films and ask them to try and guess the connection between the words and the letters. If no one knows, explain that S stands for *special* and FX for *effects*.
- Ask students now to try and explain what *special effects* in films or TV programmes are. Elicit, or explain, that they are actions or events which can be shown on film but which are impossible (or nearly impossible) to do in real life.

A READ

Aim: to improve students' reading skills for gist, specific information and to present useful factual knowledge about the world around them.

1

- Set the scene for the next part of the lesson by asking students to name some famous films they have seen with special effects in them.
- Students should look at A1 on Student's Book page 50. Ask individual students to read 1.1–1.3.
- Tell students to focus on the photos A–D and to cover the text. Also, point out that they can do the tasks in A1 even if they have not seen the films.
- Take students through an example using the first photo. Students should first say if they have seen the film. Then they describe the photo and say what is happening. Next, they say what has happened (King Kong has climbed to the top of the Empire State Building), and what will happen next (The planes will attack King Kong).
- Students work in pairs and briefly discuss these, or other, films they have both seen. They can say what they liked and did not like about each film. (Do not extend this activity: students have further time to discuss the films in C below.)
- After students have finished, ask a few pairs to repeat what they said to the rest of the class.

Answers

Students' own answers

2

- Tell students to look at A2. Ask individual students to read A2.1 and A2.2 to the class.
- Tell students that they are going to make notes from their reading. Highlight the fact that this will be a very important skill if they go to college. Explain the task and write on the board:

Types of special effects	Examples
Type 1	
Type 2	
Type 3	

- Tell students to read the text on Student's Book page 50 individually and note brief answers in their copy books.
- Put students into pairs to compare and agree on common answers. As they do this, the pairs should look back at the text to check their answers.
- Ask individual students to give their answers and ask the rest of the class to listen and agree or disagree. If the other students disagree, they should suggest alternative answers.

Answers

Photo	Paragraph
A	*4*
B	*2*
C	*6*
D	*5*

Types of special effects	Examples
Effects that were created outside the camera	*King Kong*
Effects that were created inside the camera	*Superman*
Computer-generated imagery (CGI)	*The Perfect Storm; The Lord of the Rings*

3

- Ask students to copy the sentences from A3 as a table into their copy books:

Sentence		Paragraph
a	An example of effects that are created inside the camera	
b	The three main types of special effects	
c	The long development of SFX together with film	
d	Examples of effects that are created by computer	
e	The earliest days of film and special effects	
f	Why SFX will go on and go on getting even better	
g	An example of effects that are created outside the camera	

- Explain the task and ask individuals to read out the sentences in A3.
- Students should read the paragraph summary notes in pairs and try to match them to the order of the paragraphs without looking at the text.
- Tell students to read individually and to complete the table in their copy books, matching the sentences with the correct paragraph.
- Tell students to work in pairs and compare answers and decide on a final order. They should be able to explain why they matched each sentence to a particular paragraph. Fox example, *I put summary a with paragraph 5 because the special effects of Superman as he flies at high speed were created inside the camera.*
- Check the answers with individual students in the class.
- Briefly discuss the huge development of SFX. Explain the first simple special effect (in *Mary Queen of Scots*: see the Background note at the top of page 93). Compare this with the effects in *Avatar* or other recent 3D films that students have seen.

Answers

Sentence		Paragraph
a	*An example of effects that are created inside the camera*	*5*
b	*The three main types of special effects*	*3*
c	*The long development of SFX together with film*	*2*
d	*Examples of effects that are created by computer*	*6*
e	*The earliest days of film and special effects*	*1*
f	*Why SFX will go on and go on getting even better*	*7*
g	*An example of effects that are created outside the camera*	*4*

4

- Tell students to read paragraph 2 of the text. Read line 13: *impossibly dangerous or expensive* and ask them what they think it means. (Suggested answer: *It means to 'really' film scenes like the sinking of the* Titanic *would be much too expensive and much too dangerous.*)
- Ask students to read A4.2, A4.3 and A4.4 in pairs. They should discuss what they think that each expression in **bold** means. (Suggested answers: A4.2 *the* ***death*** *of the world's largest ship* means the end or the sinking of the world's largest ship; A4.3 *The* ***monster*** *wave* here means the huge wave that hit the ship in the film *The Perfect Storm*; A4.4 *effects that* ***grow*** *ever more amazing* means that special effects that directors can create in films are becoming more and more amazing.)
- Ask one or two pairs to share their explanations with the rest of the class. Encourage other students to help with or comment on the explanations of the meanings.

B GRAMMAR

Aim: to consolidate the various passive forms of verbs in simple passive tenses.

1

- Write the example sentences from B1 on the board, but leaving verbs in brackets in infinitive forms:
  Sets _______ (design) to explode.
  The first special effect _______ (create).
  CGI _______ (use) in many ways.
  They believed her head _______ (cut off).
- Remind students that simple tense passives are formed using the verb *be* and the past participle of the main verb.
- Tell students to change the verbs in the four example sentences to passive forms in the present simple, past simple, the present perfect and past perfect respectively. They should write their answers in their copy books.
- Students should compare their answers in pairs. Elicit the correct forms to complete the sentences on the board: (Answers: *are designed* [present]; *was created* [past]; *has been used* [present perfect]; *had been cut off* [past perfect].)
- Elicit other examples of simple passive verbs in present, past, present perfect and past perfect forms.
- If students need more information, turn to page 54, Lesson 3: Passive forms of simple tenses, and discuss it with them.

2

- Ask students to re-read the text in A and find more examples of simple tense passive forms.
- Students should work individually and find the examples.
- Let students compare answer in pairs before eliciting examples from the class.

C SPEAK

Aim: to discuss favourite examples of special effects in films.

- Ask students to recall the three kinds of special effects mentioned in A. (Answers: *effects that are created inside the camera, effects that are created outside the camera, computer-generated imagery, or CGI.*)
- To prepare students for this task, ask them to recall the examples of special effects given in A: (*Mary Queen of Scots 'losing' her head, King Kong on New York's tallest building, Superman as he flies, the wave in* The Perfect Storm *and strange creatures in* The Lord of the Rings).
- Ask an individual student to read out the task in C.
- Demonstrate the task by writing the task language on the board and using an example from the films with special effects mentioned in A. For example:
  I really liked / enjoyed the special effects in (*Superman.*)
  I especially enjoyed the bit / part where (Superman flies very fast though the air).
- Tell students to work in pairs and take turns talking about a film with special effects that they really liked, and talk about the part of the film they especially enjoyed.
- After a suitable period, ask students to tell the rest of the class.

Note: If students cannot supply any ideas for the discussion, tell them to go home and watch TV for homework. (They may not object to this!) They should watch programmes and films which contain special effects. Section C can then be completed in the next lesson, when students can report what they saw.

Note: Remind students to bring their Activity Books to the next class.

Answers

Present	Past	Present perfect	Past perfect
are designed	*was taken*	*have been demanded*	*had been cut off*
are used	*were not seen*	*have been produced*	*had been shot*
is created	*were created*	*has been used*	
	were moved		
	was filmed		
	was added		
	was also created		

Lesson 4 Student's Book pp50–51

To start …

- Ask students to recall, without looking in their books, three pieces of information about *How did they do that?* and note them in their copy books.
- Students work in pairs and say what information they can recall.

D READ AND SPEAK

Aim: to recycle and summarize the main information in a reading passage.

- Set the context of D. Sentences 1–5 are about important points in the text, but they are not complete.
- Tell students to go back to A. Ask them to read the text again quickly to ensure that the content is fresh to them.
- Ask individual students to read out the incomplete statements in D.
- Ask students to think about the missing parts of the statements for a short time, and then to complete them without using the text. Accept reasonable suggestions. Do not correct or confirm responses at this point.
- Students should work in pairs to complete the information in D. As they do this, the pairs should look back at the text on page 50.
- After a suitable length of time, ask individual students to give their answers. Ask the rest of the class to listen and agree or disagree.
- When all the statements have been correctly completed, put students in pairs again. Tell them to summarize the text without looking at their books.

Suggested answers

1 *… the film* Mary Queen of Scots *when everyone who saw the film believed that the Queen's head really had been cut off.*

2 *… things that are impossible in real life … would be impossibly dangerous or expensive if they were real.*

3 *… a special effect that was created outside the camera … flies at high speed round the world to rescue people …*

4 *… the story on the screen can be made more exciting , strange or scary than anything in our ordinary lives … ever more amazing*

Note about summary: Remember, do not insist students use exactly the same words as in the text when they do their summaries.

E GRAMMAR

Aim: to introduce the forms and use of modal passives.

- Ask students: *What are modal verbs*? Elicit, or give, the answer that they are verbs such as *can, have to, must, ought to* which are used in front of a verb to express ideas about the main verb, e.g. that it can happen, has to happen, etc.
- Write these sentences on the board with the modal and main verb in brackets as shown:
  A: *Things _______ (can / show) that are impossible in real life.*
  B: *Other scenes _______ (have to / do) with effects.*
  C: *Films _______ (will [always] / make) with effects.*
- Give students two minutes or more to think about how to change the modal and verb in brackets into the correct form. Point out that we use the modal verb with a change in form (e.g. *can, have to, has to, ought to,* etc.) and then we add *be* and the past participle of the main verb.
- Elicit ideas and complete the sentences on the board with the correct form of the modal. (Answers: *can be shown, have to be done, will always be made.*)
- If students need further explanation, tell them to look at Lesson 4: Modal passive form, on page 54 of their Student's Books. If necessary, discuss it with them.

2

- Ask students to re-read A and find more examples of modal passive forms. Students work individually.
- Let students compare answers in pairs before eliciting examples from the class.

Answers

Present form passive modals
can be shown
have to be done
may be created
can be made
will (always) be made

3

- Refer students to the picture in D. Ask them to describe it briefly.
- Ask another student to read out the task instruction and ask students to describe the picture.
- After eliciting a description of the studio, explain the next part of the task.
- Once students understand the idea, let them work in pairs and use the modal verbs in the box. They must think of modal passive form sentences to describe what should be done in the studio before any filming can be done.
- After an appropriate period of pair work, ask a few individual students to read out their answers.

Answers

Before any filming can be done, the floor should be cleaned. The pieces of wood need to be moved. The door must be repaired. The ladder needs to be taken off the studio set. The things on the table have to be tidied up.

F SPEAK

Aim: to discuss the meaning of the unit title.

- Write the title of the unit *How did they do that?* on the board.
- Give students a minute to think about the title and its relevance to the text they read in A.
- Elicit or explain that it is a question people sometimes ask when they see an exciting or mystifying special effect in films and do not know how it was done.

▶ **For further practice, ask students to complete the activities on pages 48 and 49 of their Activity Books in class, or to start them in class and then complete them at home.**

Note: Remind students to bring their Activity Books to the next class.

Proposals and reporting processes

Lesson 5 Student's Book pp52–53

To start …

- Write these headings on the board: *People, Equipment, Other Needs*.
- Set the scene for the introduction by asking students to imagine what they would need to make a TV programme themselves.
- Give examples for each heading on the board such as *a director* (People), *a camera* (Equipment), *a TV studio* (Other Needs).
- Ask students to suggest other examples under each heading that would be necessary if they were going to make a TV programme.
- After a short time, ask students to feedback and draw up a list under each heading on the board.

A LISTEN AND SPEAK

Aim: to improve students' listening skills for gist and noting specific information, and to consolidate the unit vocabulary and grammar.

1

- To set the scene for the listening, ask: *Who are Megan and Farhad*? (Answer: *They are students on work experience.*) *Where have they been recently?* (Answer: *To visit the studios of Channel 5.*)
- Tell students to open their Student's Books at page 53. Ask individual students to read A1 a–c.
- Write on the board: *What are Megan and Farhad doing? What else is happening? What do you think will be discussed?*
- Tell students to work in pairs and to discuss the picture.
- Let students talk for about two minutes and then ask them to feedback. Accept any reasonable suggestions for the answer to A1c.

Possible answer

Megan is holding a microphone and is probably interviewing someone. Farhad is filming the interview.

The interview is in front of a Community Centre, which someone is painting.

Maybe the interview will stop because it will start raining.

2

- Ask students, in pairs, to read each other the questions in A2.
- When students have had enough time to read, play Part 1 of the recording. Students listen and try to answer the questions.
- Play Part 1 again. And then let students discuss the answers in pairs.
- Play Part 1 a third time. As students listen, they should tell you to pause the recording each time they hear the correct answer to one of the questions.

CD script Track 29

Part 1

Studio Presenter	*Welcome to this week's* All About Us, *the programme that brings you all the local news and events. For our first report, we go straight to the new Hillside Community Centre. Megan.*
Megan	*Thank you, Peter. Well, as you can see, the new Community Centre really is new. As we speak, members of the Community Centre Action Group are painting the windows and putting up the name of the Centre. And with me to talk about this project I have Anne Rice, the leader of the Action Group. Anne, thank you for joining us.*
Anne Rice	*Thank you for asking me.*
Megan	*Well, let's start at the beginning. How did it all begin?*
Anne Rice	*A lot of local people have wanted a Community Centre for a long time – a place for people to have meetings or to have a cup of coffee together. And a place for mothers to bring their small children to play together.*
Megan	*I see. And why did you choose this place?*

Anne Rice *Well, it had been a general store, but it had been closed for more than two years. It was looking very dirty and untidy, and so we decided to find out about it, and we learned that it was owned by the Council.*

Megan *So what did you do then?*

Anne Rice *Some of us formed our Action Group and we wrote a proposal to the Council. That was last August.*

Megan *What did the proposal say?*

Anne Rice *I'll read some of it to you.*
The General Store, 48 High Street: Proposal for New Use
By the Community Centre Action Group
Recently, we have been worried that this store has been left empty for more than two years. We have now been told that this building is owned by the Council, and so we would like to make the following proposal. We believe that the shop should not be kept empty any longer, because it will soon start to fall down. We feel that something useful ought to be done with it as soon as possible. As members of the Council know, a community centre has been needed badly in our area for a long time, and we think that the old General Store could be turned into a new centre for the local community quite easily.

Megan *And I guess it was accepted, wasn't it? Did it happen quickly?*

Anne Rice *Yes, it was accepted four weeks later – in September.*

Megan *Great! And what did the Action Group do then?*

Anne Rice *We had a meeting, and we wrote a long list of jobs that had to be done to get the Centre ready.*

Answers

1 *Megan is interviewing Anne Rice. Anne is connected to the Community Centre because she is the leader of the Community Centre Action Group.*
2 *The Action Group made their proposal last August.*
3 *The Action Group suggested that the old shop should become a community centre.*
4 *The proposal was accepted last September.*
5 *The Action Group had a meeting and wrote a list of jobs that had to be done to get the Centre ready.*

3

- To prepare for Part 2 of the listening, ask student to summarize the main points of the information from Part 1. They should bring out the following points:
  Megan is interviewing Anne Rice, the leader of the Community Centre Action Group.
  The Action Group wanted to set up a Community Centre.
  The Action Group suggested this to the Council last August.
  There is an old shop which can be used for the new Community Centre.
  Many things need to be done to the old shop before it will be ready to be a Community Centre.
- Ask students to look at A3 and ask one or two individual students to read out the tasks.
- Write these headings on the board and ask students to copy them into their copy books: *Jobs that had to be done* and *Who the jobs had to be done by.*
- Play Part 2 of the recording twice. As students listen, they note the information from the conversation about the jobs that had to be done and who they had to be done by. They write the information under the correct headings in their copy books.
- Let students compare and discuss their notes in pairs, and then play the recording a third time so students can complete the notes.

CD script Track 30

Part 2

Megan *When did work start?*

Anne Rice *Work began in October, just three weeks after the proposal had been accepted. There was a lot of rubbish in the shop, and so council workers had to take that away. And then, in November, we – the Action Group – cleaned the whole place.*

Megan *I expect that was hard work!*

Anne Rice *It was, it was. And after that, in December, the council workers had to repair the doors and windows. Some of them needed a lot of work.*

Megan *And then?*

Anne Rice *In January, the Council had to construct some walls inside the building. That created several new rooms – a cafe, a kitchen, a meeting room and a children's room.*

Megan *I see. And what happened next?*

Anne Rice *Well, then, in February, we painted all the new rooms.*

Megan *Have you had any help from anyone apart from the Council?*

Anne Rice *Yes. Since early February, we have asked local shops, offices and all sorts of other people. They've given us a lot of money.*

Megan *Have you used the money yet?*

Anne Rice *Yes, during the last two months, we've bought tables, chairs, kitchen things and lots of other equipment.*

Megan *So is everything nearly finished now?*

Anne Rice *Yes, we just have to do a little more painting, a bit more cleaning and some more tidying up. And then finally, we want to hold a party to open the Centre.*

Megan *And when will that be?*

Anne Rice *On Saturday, 1st May at 3.00 p.m. Please come!*

Megan *Thank you. I certainly will! And thank you for talking to All About Us.*

Anne Rice *You're very welcome.*

Answers

Jobs that had to be done	jobs done by
take away rubbish from the shop	*council workers*
clean the shop	*Action Group*
repair the doors and windows	*council workers*
construct some walls inside the building	*council workers*
paint the rooms	*Action Group*
ask local shops and others for help	*Action Group*
buy tables, kitchen things and equipment	*Action Group*
will hold a party to open the centre	*Action Group*

▶ **Ask students to open their Activity Books at page 50, Activity 1.**

4

- Ask individual students to read Activity 1A, B and C.
- Read through the 'To do' list and check with students which additional information is asked for, compared to their notes for A3 in their copybooks (Answer: *the job number* from the sequence in the CD script) and *when the job was/has been or will be done*).
- Play Part 2 of the recording again twice. Students listen and write notes to complete the 'To do' list in Activity 1.
- Students should work in pairs, and compare and discuss their responses.
- Elicit the responses from the class and check that all students have correct answers.

Answers

Jobs to do:	Job no.:	Who by:	When:
Clean the whole place	2	Action Group	November
Ask local shops and others for help	6	Action Group	since early February
Have to take away the rubbish	1	the Council	October
Have to construct some walls inside	4	the Council	January
Buy tables, chairs and equipment	7	Action Group	during the last 2 months
Will hold a party to open the centre	8	Action Group	1 May
Have to repair the doors and windows	3	the Council	December
Paint the rooms	5	Action Group	February

B PRONUNCIATION

Aim: to practise listening to and giving information in lists with the correct rising or falling intonation.

1

- Tell students to open their Student's Books at page 52 and tell them to read the sentences in B1 silently.
- Explain that for each of the sentences, students identify where the intonation rises or falls.
- Play the recording while students complete the task.
- Students should compare their answers in pairs. Play the recording again for students to check their answers.
- Elicit answers from the class.

CD script Track 31

1 *That created several new rooms – a cafe, a kitchen, a meeting room and a children's room.*

2 *During February and March, we asked local shops, offices and all sorts of other people.*

3 *Yes, since early February, we've bought tables, chairs, kitchen things and lots of other equipment.*

4 *Yes, we just have to do a little more painting, a bit more cleaning and some more tidying up.*

Answers

1 rising rising rising falling 2 (etc.) falling
3 (etc.) falling 4 (etc.) falling

2

- Write on the board: *That created several new rooms – a café, a kitchen, a meeting room and a children's room.*
- Draw arrows to represent rising and falling intonation.
- Play the recording again for students to listen to.
- Play the recording again for students to repeat.

C SPEAK

Aim: to practise acting out a conversation, and copying the correct intonation pattern.

- Ask students to recall some of the information Anne Rice said to Megan Stone, without looking back at their Student's Books.
- Refer students to C on page 53 and ask them to read the conversation quickly.
- Play Part 2 of the recording (starting from the line *In January the Council had to construct …* until the end) while students follow the text in their Student's Books.
- Tell students to look in the text and find the lists in the conversation (e.g. *… several new rooms – a café, a kitchen, a meeting room and a children's room*).
- Play Part 1 again. Students should listen and note the intonation of the lists, as they are said in the recording.
- Tell students to work in pairs and act out the conversation.
- After the pair work, ask one or two pairs of students to act out the conversation to the class. Other students should listen and check that the intonation of the question tags is said correctly.

Note: Remind students to bring their Activity Books to the next class.

▶ Lesson 6 Student's Book p53

D WRITE

Aim: to prepare students to write a report about a useful project in their area.

1

- Ask an individual student to read out the instruction to D1 and ask several individuals to each read part of the proposal.
- Tell students to write the numbers 1 to 8 in their copy books and to write *have been worried* (the given example) with number 1.
- Tell students to read the proposal and, taking into account the rest of the words in each sentence, try to write the verbs 2–8 in the correct form in their copy books.
- After sufficient time, play the recording twice and students can confirm or correct the form of the missing verbs.
- Tell students to work in pairs. They should check each other's copy books to see if the forms and spellings of the verbs in the notes are correct.

CD script Track 32

The General Store, 48 High Street:
Proposal for New Use
By the Community Centre Action Group
Recently, we have been worried that this store has been left empty for more than two years. We have now been told that this building is owned by the Council, and so we would like to make the following proposal. We believe that the shop should not be kept empty any longer because it will soon start to fall down. We feel that something useful ought to be done with it as soon as possible. As members of the Council know, a community centre has been needed badly in our area for a long time, and we think that the old General Store could be turned into a new centre for the local community quite easily.

Answers

1 have been worried 2 has been left 3 been told
4 is owned 5 should not be kept 6 ought to be done
7 has been needed 8 could be turned into

▶ **Ask students to open their Activity Books at pages 50 and 51.**

2

- Ask a student to read out D2 and check that students understand the tasks.
- Explain that students should complete the proposal paragraph (Activity Book p50 2A) and the progress report paragraph (Activity Book p51 2B). Write this table on the board to help students follow the page references:

Students Do	Students Use
paragraph Activity 2A, Activity Book page 50	copy book notes from D2, Student's Book page 53
paragraph Activity 2B, Activity Book page 51	notes in Activity Book page 50, Activity 1

- Students complete 2A and 2B individually.
- After a suitable time, put students in pairs. Each reads one paragraph to their partner and they both discuss, compare and correct each other's work.
- Elicit the phrase to complete the sentence *(1)* and have students write this in the first space. If necessary, do another example or two orally, but do not let students write at this point.
- Ask individual students to complete the missing information in Activity 2, using their notes from Activity 1.

Answers Activity Book pp51–52

2A
1 have been worried   2 has been left   3 been told
4 is owned   5 should not be kept   6 ought to be done
7 has been needed   8 could be turned

2B
Then, in *November, the whole place was cleaned by the Action Group.*
After that, in *December, the doors and windows had to be repaired by the Council.*
Then, in *January, some walls inside had to be constructed by the Council.*
Next, in *February, all the rooms were painted by the Action Group.*
Since early *February, local shops and others have been asked for help by the Action Group.*
During *the last two months, tables, chairs and equipment have been bought by the Action Group.*
Then finally, *on Saturday, 1st May at 3.00 p.m., a party to open the Centre will be held by the Action Group.*

E UNIT TASK

Aim: to produce a proposal for a useful project, similar to the Community Centre proposal.

1

- Tell students that they are going to write a proposal for a project, like Anne Rice's proposal for a community centre.
- Refer students to E1 on Student's Book page 53.
- Ask individual students to read out the notes.
- Draw students' attention to the vocabulary, and check understanding and explain as necessary.
- Students work in pairs to discuss ideas for useful projects for their area.
- After a time, elicit some ideas but do not comment or write them on the board.

2

- In pairs, students choose the three most important ideas for projects and write them in a list.
- Ask pairs to read out their ideas. They should say sentences such as: *Our list of proposals includes a proposal to (construct/build/repair) (a new road/hospital/school).*

3

- Students discuss their proposals for three projects and give reasons for their choices: *We would like to (construct/build/repair/ …) (a new … road/hospital/school) because it will be very … (useful/helpful/important).*

▶ **Ask students to open their Activity Books at page 51.**

4

- Ask a student to read out task E4 on page 53 in their Student's Books.
- Refer students to Activity Book page 51, Activity 3.
- Students follow the guidelines and write a short introduction.

5

- Ask a student to read out task E5 on page 53 in their Student's Books.
- Students develop a paragraph for each of their three proposals, making using of the ideas in D1, passive forms and connectors *first of all, next* and *finally*.
- Monitor and help as necessary.

Answers

Students' own answers

▶ **Ask students to complete Activity 3 on page 51 of their Activity Books in class, or to start it in class and then complete it at home.**

LANGUAGE FOCUS

- This summarizes the main grammar points and the vocabulary of the unit. It also gives the students useful tips to improve their learning. This material is not strictly for classroom use, but you can take advantage of it during the unit or as a separate revision of the main part of the lesson.

TO HELP YOU STUDY

- This section gives students useful techniques to improve their vocabulary, spelling and learning strategies. There are suggested activities to help students start using some of the techniques.

Important note: Every student has different strategies to learn a language. These are recommended techniques but students have to find their own best way of learning. Use these ideas to help them find methods that work for them. These ideas are not for assessment.

TO HELP YOU STUDY Answers

g**o** out /gəʊ 'aʊt/	**o**n set /ɒn set/	ever m**o**re /evə mɔːr/
hello	shot	afford
control room	monster	lord
over	opera	organize

c**oo**kery /'kʊkəri/	fl**oo**r manager /flɔːr 'mænɪʤə/	control r**oo**m /kon'trəʊl ruim/
foot	Dartmoor	food
good	door	roof
look	poor	tool

TO HELP YOU STUDY Answers Activity Book p53

actor /'æktə/	c**ar**toon /kaːtuːn/	b**a**se /beɪs/	**a**ttack /ə'tæk/
cameraman	artificial	information	afford
examiner	drama	related	disappear
programme	last	play	organizer

st**ea**dy /'stedi/	dr**ea**m / driːm/	n**ear** /nɪə/
pleasant	meal	appear
ready	reach	near
spread	seabed	year

8
LESSONS 1&2

AN AMAZING STORY

They said it couldn't be done.

Lesson 1 Student's Book p56

Grammar
Reported statements and reported requests

Vocabulary
Feelings; Vocabulary list p63

To start …

- Revise four words that express feelings and that students already know. Write them on the board without spaces but with other random letters (fobslep**happy**mqsdf**angry**lkwei**sadfrightened**cmbydk), like a word snake.
- Ask students to find the words in the word snake and call on individuals to read them out.
- Say the words for students to repeat.

A LISTEN AND DO

Aim: to listen to conversations for specific information and to work out what specific items of vocabulary are being illustrated.

1

- Tell students to open their Student's Books at page 48.
- Elicit brief suggestions about what is happening in each picture. Go on to present the new vocabulary. Use mime, examples and/or translation.
- Ask students to work in pairs and to suggest how the people feel. Do not confirm or correct suggestions at this point.
- Play the recording while students match the feelings a–d to the pictures 1–4.
- If necessary, play the recording again.
- Ask individual students to give the answers.

CD script Track 33

M *Sam looks embarrassed, doesn't he?*
F *Yes, he looks really embarrassed! I think it's because he's caught his hand in that pot.*
F *And Tina seems annoyed, doesn't she?*
M *Yes, she seems really annoyed! It's probably because someone's eaten some of her chocolate.*
M *Joe looks puzzled, doesn't he?*
F *Yes, he looks really puzzled! I suppose it's because he's trying to do some difficult maths.*
F *Emma seems disappointed, doesn't she?*
M *Yes, she looks really disappointed! I'm sure it's because she's had some very bad exam results.*

Answers

1c 2a 3d 4b

2

- Write the core dialogue prompts on the board:
  A: *Who's the one who looks _______ ?*
  B: *That's _______ , and you're right. ________ looks really ________ !*
- Ask individual students to read the instructions and example dialogue from A2.
- Once the task is clear, students, in pairs, ask and answer questions about all four pictures.
- Ask different pairs to each perform one of the four dialogues in front of the rest of the class.
- You can extend this activity by asking students, in pairs, to explain the feelings of the people in the pictures using the information in the recording. For example:
  A: *Who's the one who looks embarrassed?*
  B: *That's Sam, and you're right. He looks really embarrassed!*
  A: *Why's he embarrassed?*
  B: *It's because he's caught his hand in that pot.*
- If you extend this activity, it may be helpful to play the recording again before students do the pair work.

Answers

A: *Who's the one who looks embarrassed?*
B: *That's Sam, and you're right. He looks really embarrassed!*
A: *Who's the one who looks annoyed?*
B: *That's Tina, and you're right. She looks really annoyed!*
A: *Who's the one who looks puzzled?*
B: *That's Joe, and you're right. He looks really puzzled!*
A: *Who's the one who looks disappointed?*
B: *That's Emma, and you're right. She looks really disappointed!*

3

- Write a positive sign (+) and a negative sign (–) on the board (reminding them of the English: *plus* sign and *minus* sign standing for *positive* and *negative*), and have students copy them as headings in their copy books.
- Ask individuals to read the adjectives in the list. Use mime, examples and/or translation to present the new vocabulary.
- Explain that students should list the words under the correct sign. For example, *amazed* is under (+) because it is a positive emotion, and *bored* should be written under (–) as it is a negative emotion. Students should work individually before they check their answers in pairs.
- Give students a suitable time to do this (Answers: (+) *amazed, excited, interested, pleased;* (–) *annoyed, bored, disappointed, embarrassed, frightened, worried, upset. The word 'puzzled' can be both* (+) *or* (–).)
- Ask individual students to read out the task instructions for A3 and demonstrate the example question and answer.
- Ask individual students to read the questions. Check comprehension.
- Before students do the question and answer task in pairs, point out that there are not really any 'correct' answers: individuals should express their own true feelings, for example about their first and last day of school.
- At the end of the pair work, ask pairs to ask and answer questions in front of the rest of the class, who should listen and correct any language errors.

B GRAMMAR

Aim: to practise making reported statements.

1

- Ask students to look at B1. Check students understand the phrase 'the original statement'. (Answer: *the words the speaker of the sentence actually used.*)
- Write on the board: *I am really pleased.*
- Write the reported form of the original sentence under it: *(Name) said that he / she was really pleased.*
- Ask: *What is the relationship between the two sentences?* (Answer: *The first sentence contains a first speaker's original words. Then in the second sentence, a second speaker tells a new listener (or reader) what the first speaker said. The second sentence reports the first.*)
- Ask students to describe the change in the grammar when we 'report' what another speaker has said: The first sentence starts with a reporting verb in the past, e.g. *said.* Then the original statement moves one tense into the past. There are also other changes, such as from first to third person.
- If students need more information, turn to page 54 Lesson 1: Reported statements, and read and discuss the information.

2

- Refer students to B2.
- Ask two students to read out instructions A and B.
- Let students work in pairs and read out an original statement from the box and the corresponding reported statement.

3

- Read out the task for B3.
- Demonstrate the task with the help of a pair of students who worked together in A3.
- Ask one student: *What did* (*Name*) *say about question number 1?*
- The student reports the other student's answer: (*Name*) *said he felt very pleased when our team won a match.*
- Students should work with a new partner (not the partner they worked with in A3). They ask about and report their previous partner's answers to the questions in A3.
- After the pair work, ask a few students to repeat statements to the class.

C SPEAK

Aim: to practise talking about different kinds of feelings.

1

- Write some of the adjectives from A3 on the board, for example: *excited, frightened, pleased, disappointed.*

- Call on a student to ask you the question. Give your own answer, e.g. *I was really excited a few days ago when our team won the championship.*
- Ask other pairs to ask and answer the same question. Then develop further questions with the other adjectives you have written up: *When were you last really (frightened, pleased, disappointed) about something?*
- Encourage students to answer. For example:
  T: *When were you last really pleased about something?*
  S: *I was really pleased two days ago when my brother came home to visit us.*
- When the task is clear, let students practise asking and answering the questions in pairs.
- At the end of the conversations, ask students to tell the class some of the things they were most frightened / pleased / disappointed by recently.

Note: Remind students to bring their Activity Books to the next class.

Lesson 2 Student's Book pp56–57

To start …

- Play this miming game. Write adjectives of feeling from A3 on cards.
- Ask individual students to come to the front of the class in turn and pick a card at random.
- The student reads the card, and then mimes the adjective of feeling, while the rest of the class tries to guess the adjective.
- This can be played as a team competition. Divide the class into two groups and the group finishing with most correctly guessed adjectives is the winner.

D LISTEN AND READ

Aim: to improve students' abilities to listen to and read for gist. This activity also encourages students' thinking and inferential skills.

1

- Direct students to D1 on page 57 of their Student's Books.
- Ask individual students to read D1.
- Put students in pairs and ask them to look at the map in D on page 57 and do tasks D1 1–2 without referring to the text.
- Put this table on the board to elicit as many ideas as students can give. They should be able to produce some of these points:

Conclusion	Reason
The map shows two different journeys.	*Two routes are shown on the map.*
These events probably happened in the past.	*We can't see pictures of modern methods of transport.*
One journey is by land and one journey is by sea.	*We can see from the pictures and from where the people travelled.*
One journey is to America and one journey is to Asia.	*We can see from where the people travelled.*
Both journeys started in Europe.	*The towns where the journeys started are in Europe.*

Answers

Students' own answers

2

- Ask students to answer these questions about the introductory four lines of the text to get more detail about the context of the listening: *Who is speaking?* (Answer: *Sarah and her father.*) *What are they talking about?* (Answer: *an essay competition.*) *What is Sarah's problem?* (Answer: *She can't get started.*)
- Ask a student to read the instructions for D2, and then ask students to copy the notes into their copy books. Students should leave plenty of space to write more than one word, so have them write, e.g. Possible topics that teachers have mentioned:
  1) …
  2) …
- Play the recording.
- After the first listening, ask students in pairs to check their D1 predictions from the map.
- Pairs continue by discussing (but not yet writing) possible completions for their notes in D2.
- Play the recording again while students complete their notes. This time students can follow in their books as they listen.
- Write the notes on the board and ask individual students to give their answers to different sections.

Ask the rest of the students if they agree with the answers given. If they do not, they should supply the correct answers.

CD script Track 34

Dad *You look worried, Sarah.*
Sarah *I am. I'm trying to write an essay for a school competition, but I can't get started.*
Dad *What's the title?*
Sarah *They asked us to write about 'Doing the impossible'.*
Dad *That could be about anything!*
Sarah *Exactly. Our science teacher told us to write about a famous scientific discovery. And our geography teacher advised us to write about a great journey.*
Dad *How long have you got?*
Sarah *Two days. Today, the head reminded us to finish by Friday.*
Dad *Have you got any ideas?*
Sarah *I thought I might write about Columbus and his journey across the Atlantic from Spain. Lots of people said it couldn't be done.*
Dad *I'm not sure. He was a great sailor, but was he a great human being?*
Sarah *How do you mean?*
Dad *He just wanted to get rich. And he brought death and destruction to the West Indies.*
Sarah *Well, what about Marco Polo? He travelled all the way from Italy to China.*
Dad *He's a better choice. He helped and loved learning about the people he met – not like Columbus.*
Sarah *But others made the journey, too, so did he do the impossible?*
Dad *His friends certainly thought so. They believed he'd died, so they were amazed to see him again!*

Answers

Essay title: *Doing the impossible*	When it must be finished: *by Friday*
Possible topics that teachers have mentioned: 1) a *scientific discovery*	 2) *a great journey*
Sarah's two choices: 1) The man's name: *Columbus* Journey from: *Spain* to the *West Indies*	 2) The man's name: *Marco Polo* Journey from: *Italy* to *China*
Reasons against choice: *Just wanted to get rich. Brought death and destruction.*	Reasons for choice: *Helped people. Loved learning about the people he met.*

3

- Refer students to the completed notes in their copy books.
- Give students one or two minutes to read their notes and to think about how to use the notes to speak about the main points in the text.
- Play the recording once, straight through. Let students work in pairs and prepare to speak.
- When they are ready, they should swap partners and state the main points of the text.
- Ask individual students to state the main points to the rest of the class. Encourage the other students to monitor their language.

Answers

Students' own statements

E GRAMMAR

Aim: to examine and practise making reported requests, orders and advice.

1

- Write on the board: *Write about a scientific discovery.*
- Ask: *What kind of sentence is this?* (Answer: *an order.*)
- Ask: *What did the teacher tell us to do? (*Answer: *to write about a scientific discovery.*)
- Say: *So the teacher …* and pause to elicit the complete sentence *The teacher told us to write about a scientific discovery.*
- Then write the sentence on the board.
- Point out that different reporting verbs can be used as well as *told*, such as *advised, asked, reminded, wanted*.
- If students need more information, turn to page 62 Lesson 2: Reported requests and orders, and discuss the information with them.

2

- Explain that along with reporting orders, we report the following in a similar way: advice, requests and also giving reminders and warnings. Give the alternative reported form of the example in the box: *Our science teacher advised us to write about a scientific discovery.*

- Ask a student to read the task for E2.
- Write these sentences on the board:
  I think you should write about a great journey.
  Don't forget to finish by Friday.
- Let students think (for one or two minutes) of the best reporting verbs to use. *(*Answer: *advised, reminded.*)
- Students should write the reported forms in their copy books and then compare them and read them out with a partner.
- Ask students to check their answers by finding the original reported requests in the text in D.

Answers

1 *Our geography teacher advised us to write about a great journey.*
2 *The head reminded us to finish the essay by Friday.*

F SPEAK

Aim: to practise using reported requests, orders and advice.

- Ask students to recall some of the things they have been told, advised or requested to do in the last few days.
- Write three or four of the sentences on the board. Add in brackets who said the sentence and who the sentence was said to, e.g. *Please wash the dishes.* (Nirmeen's mother/Nirmeen).
- Elicit the reported form of the statement on the board: *Nirmeen's mother asked Nirmeen to wash the dishes*.
- Ask individual students to read out the task and examples from F.
- Students work in pairs and report things they have been told to do and then add something different they have been told to do (as in Example 1). Do the same with orders, advice and requests (as in Example 2). If necessary, demonstrate the task with one or two students.
- At the end of the pair work, ask some individuals to report their sentences to the class.

▶ **Ask students to open their Activity Books at pages 54 and 55 and do the activities in class. Or, if you are short of time, let them start the activities in class and then complete them at home.**

Note: Remind students to bring their Activity Books to the next class.

He asked who they were.

Lesson 3 Student's Book pp58–59

Grammar
Reported *Yes/No* and reported *Wh* questions

Vocabulary
Vocabulary for talking about TV and film production; Vocabulary list p63

Background note: The Polos (Marco's father and uncle, both traders, and Marco himself) set off for Asia in 1271. They travelled on the Silk Road, which was the ancient route between China in the east and Europe in the west. It passed through Kurdistan, and Erbil was an important city on the way. Along this route, valuable goods – especially silk from China – were carried by merchants and sold for very high prices at the end. The Polos returned to Italy in 1295. Marco's book about his travels and adventures, *The Travels of Marco Polo*, became famous across Europe. It later influenced Christopher Columbus to try to find a route to Asia by sea, and he carried a copy of the book, with handwritten annotations when he first sailed west to find this route in 1492. (In fact, he reached the Americas instead. And though he never realised his huge mistake, his several voyages were important because they marked the beginning of Europeans' rapid movement into North, South and Central America.)

To start …

- Start with a guess-the-word game. Draw eight dashes on the board (__ __ __ __ __ __ __ __) and ask students to discover a word for someone who travels to and finds out about new places. Call on students to suggest letters and add successful suggestions to the dashes on the board. Continue until students either complete or manage to guess the word before completion: *explorer*.
- Students work in pairs to think of and note other words that are connected to journeys, discoveries and travel.
- Call on students for some of the words they have noted and collect these on the board.

A READ

Aim: to improve students' reading skills for gist and scanning for specific information, and give useful factual knowledge about the world around them.

1

- Prepare students for the next part of the lesson by asking them to name famous travellers or explorers, and say why they are famous, e.g. Ibn Batutta, the important fourteenth-century Moroccan traveller whose journeys took him all over the Muslim world; Neil Armstrong, the American astronaut who in 1969 became the first human to stand on the Moon.
- Ask students to look at the texts on Student's Book page 58. Elicit descriptions of Marco Polo and of his return home.
- Write on the board the title and sub-heading: *Polo, Marco [1254–1324]* and *Coming home* from the two texts. Encourage students to predict what kind of information they would find under the title or sub-heading.
- Ask individual students to read out A1. Help students with unknown vocabulary.
- Students should read Texts A and B quickly. They should match them to two of the suggestions a-d.
- Students can then compare their answers in pairs.
- Ask students to give reasons for their answers.

Answers

Text A may come from an encyclopedia because it gives dates and facts.
Text B may come from a history book because it gives more detailed information about events in the past.

2

- Tell students to look at A2. Ask individual students to read questions 1–6 to the class.
- Check that students understand the questions.
- Tell students to read the texts on Student's Book page 58 individually, and to note brief answers in their copy books.
- Put students into pairs to compare and agree on common answers. As they do this, the pairs should look back at the texts to check their answers.
- Ask individual students to read out answers. Ask the rest of the class to listen and agree or disagree. If the other students disagree, they should suggest alternative answers.

Answers

1 *Marco Polo was sixteen or seventeen when he left Venice.*
2 *Perhaps the Polo's request was refused because the Emperor had important jobs for them to do and because he liked them and did not want them to leave him.*
3 *They happened when Marco came home from China, and by that time the Polos had been away for twenty-four years.*
4 *People thought that the Polos had died far away and long before, so these men might be thieves.*
5 *They dressed up in expensive clothes, which they had brought with them.*
6 *They had probably done this to keep the precious stones safe from thieves during their long journey.*

▶ **Ask students to open their Activity Books at page 56 and do Activity 1 in class. Or, if you are short of time, let them start it in class and then complete it at home.**

B GRAMMAR

Aim: to examine the structure of reported *Yes/No* questions.

1

- Write on the board: *Are they thieves?*
- Point at the board and ask students: *What kind of question is this?* Elicit that is a *Yes/No* question (i.e. one that can be answered *yes* or *no*).
- Write the reported question under it: *Friends asked if they were thieves.*
- Ask students: *What changes do you make when you report Yes/No questions?*
- Elicit or point out that to report a *Yes/No* question, we have to: add reporting verbs like *asked, wondered* or *wanted to know* and add *if* or *whether* to the sentence; change the sentences from question order to statement order (also dropping *do, does* or *did* if they occur in the sentence). Thus *Are they (thieves)?* becomes *they are (thieves)*. We also usually have to change the tense of the question in time, so *They are (thieves)* becomes *They were (thieves)*.
- Follow the same procedure to highlight the steps needed to change the question: *Are they the Polos?* from the text on Marco Polo into the reported question *People wondered whether they were the Polos.*
- If students need more information, turn to page 62, Lesson 3: Reporting *Yes/No* questions, and discuss it with them.

2

- Ask individual students to read out the task and example language in B2. Remind them that these questions come from the dialogue on page 57.
- Point out that students should begin each reported question with the words given in brackets *Dad asked if …* and *She asked whether … .*
- Students work individually to report the two questions, writing these questions in their copy books.
- Let students compare answers in pairs.
- After allowing time for this, check responses with the class and write the reported questions on the board.

Answers

1 *Dad asked if Sarah had any ideas.*
2 *She asked whether Marco Polo had done the impossible.*

Note: Remind students to bring their Activity Books to the next class.

▶ Lesson 4 Student's Book p59

To start …

- Ask students to recall three pieces of information about *Marco Polo* with their books closed, and note them in their copy books.
- Students should work in pairs or groups of four and tell each other what information they can recall.

C READ AND SPEAK

Aim: to recycle and summarize the main information in a reading passage.

- Ask individual students to read out the list of people 1–5 given in C.
- Ask individual students to read out the comments a–e.

- Students should think about the comments for a short time. Ask them to work individually and match the comments to the people who might make these comments.
- Put students into pairs to compare ideas and agree on common answers. As they do this, the pairs should prepare to explain their choices.
- Ask individual students to give their answers and explain why they matched a comment to a particular speaker. For example, *This is a great chance. They're offering to take me with them on their next journey, and I'm really excited!* is clearly Marco Polo's comment. He is talking about the opportunity he has to travel with his uncle and father as they go again to Asia.

Answers

1e 2d 3b 4a 5c

D GRAMMAR

Aim: to extend knowledge of the form and use of modal passive forms.

1

- Ask students: *What are* Wh *questions*? Elicit the answer. (Answer: *They are questions which start with the words:* who*,* where*,* when*,* what *or* how.)
- Elicit examples of *Wh* questions from students.
- Write the *Wh* question *Who are you?* on the board.
- Write the reported question under it: *He asked who they were.*
- Ask students: *What changes do you make when you report* Wh *questions?*
- Elicit, or point out, that to report *Wh* questions, students have to use reporting verbs like *asked, wondered* or *wanted to know.* They have to change the sentences from question order to statement order (also dropping *do, does* or *did* if they occur in the sentence), so *are you?* becomes *you are.* We also often change the first or second person to third person, so *you are here* becomes *they are*, and we usually have to change the tense of the question back in time (*they are* becomes *they were*).
- Follow the same procedure to highlight the steps needed to change the question *What do you want?* from the text on Marco Polo into the reported *Wh* question *He wanted to know what they wanted.*
- If students need more information, turn to page 62, Lesson 4: Reporting *Wh* questions, and discuss it with them.

2

- Ask individual students to read out the task and example questions in D2.
- Point out that in each of these two conversations the person asking the questions is Sarah's dad.
- Students work individually to report the two questions from Sarah's conversation with her dad, writing these questions in their copy books.
- Let students compare answers in pairs.
- After allowing time for this, check responses with the class and write the reported *Wh* questions on the board.

Answers

1 *Dad asked Sarah what the title was.*
2 *Dad asked Sarah how long she had got.*

E SPEAK

Aim: to recycle unit vocabulary in the context of a speaking task.

1

- Write *adjectives of feeling* on the board.
- Give students a minute to think of and note five in their copy books.
- Students work in pairs or small groups and tell each other which adjectives of feeling they noted.
- Prepare students for the first part of the activity by asking them to think about Marco Polo's feelings as he was about to go to China.
- Ask students to read E1. Ask individual students to read out the task and the prompts.
- Write on the board: *curious, keen, nervous, sad, (un)happy*, and present the new vocabulary through mime, examples and/or translation. Then elicit example sentences.
- Write on the board: *If I had … I would have been … .*
- Demonstrate the task using the first point in E1.Ask: *If you had been Marco Polo, how would you have felt about leaving everyone and everything you knew?*

- Point to the prompt on the board and elicit: *If I had left everyone and everything I knew, I would have felt unhappy/sad/worried/nervous.*
- Tell students to work in pairs and produce similar sentences. Point out that a number of adjectives of feeling are possible for each one.
- After the pair work, ask individual students to produce their sentences for the class.

Example answers

1 *If I had left everyone and everything I knew, I would have felt nervous.*
2 *If I had travelled with my father for the first time, I would have been very excited.*
3 *If I had faced the many dangers of travelling far from home, I would have felt quite frightened.*
4 *If I had had the chance to see strange and exciting places, I would have felt very curious.*
5 *If I had had the chance to become a rich merchant, I would have been very pleased.*

2

- Explain to students that they should continue imagining themselves as Marco Polo. As Marco, they should think of questions to ask his father and uncle before the decision to go.
- Ask individual students to read out the task and example language.
- Elicit and write up on the board a short list of direct questions that Marco Polo might have asked, e.g. *Will we be away for a long time? Are we travelling to China?*
- Write the prompt: *I would have asked them whether,* and elicit the questions that Marco might have asked in reported form. (e.g. *I would have asked them whether we would be away for a long time. I would have asked them if we were travelling to China.*)
- Once the task is clear, ask students to work in pairs and write and report three of Marco's questions to his father and uncle about their trip.
- Rub out the direct questions on the board when the students no longer need them. Then, after sufficient time, ask pairs of students to read their reported questions. The rest of the class should listen and change the reported questions back into direct questions.

Answers

Students' own answers

▶ **For further practice, ask students to complete Activities 2 and 3 on pages 56 and 57 of their Activity Books in class, or to start them in class and then complete them at home.**

Note: Remind students to bring their Activity Books to the next class.

Reporting

Lesson 5 Student's Book p60

To start …

- Write on the board: *hill, mountain, river*. Ask: *What school subject teaches you about things around the world like these?* Elicit the answer. (Answer: *Geography.*)
- In pairs, students think of and note ten more words connected to geography.
- Give students two minutes to make their list.
- Get the class to feedback to you and list their ideas on the board. (For this activity, ignore words that relate more to biology, e.g. *grass, tree, plant.*)

A LISTEN AND UNDERSTAND

Aim: to understand and interpret a poem. The activities develop listening for gist and for specific information. Students also learn to work out from context the correct meaning of a word which has several meanings.

1

- Tell students to open their Student's Books at page 60.
- Tell them to look at the pictures for a minute then close their books.
- Ask: *What do you remember about the pictures?* Let students discuss this in pairs.
- Individual students and pairs feedback to the class. For example: *I remember a stream in a valley. There were lots of hills and mountains. Water was rising out of the water into the air. Smoke was coming out of one of the mountains.*
- Students open their books again. Ask: *What is the title of the poem?* (Answer: *Geography.*)
- Ask: *What is the connection between the title of the poem and the pictures around it?* (Answer: *The pictures show things that the poem describes.*)
- Tell students to read the poem quickly in pairs and to find geography words which they already know.
- Finally, compare the list of geography words that you earlier collected on the board with the geography words in the poem. Highlight the words that occur in both.

Answers

Students' own answers

2

- Ask an individual to read out the A2 instruction. (Remind students that they read about Superman in the previous unit.)
- Tell students to listen for things the writer takes the reader to 'see' in the poem.
- Play the recording as students listen and follow the poem on page 60 of their Students Books.
- Elicit answers from the whole class – geography words that students already know.

Answer

Suggested words: desert, field, plain, snow, ice, rain, volcanoes, glaciers, springs, clouds, rainbows, stars, planets, seas, rivers, cliffs, caves.

CD script Track 35

Geography by John Kitching

I love Geography.
Other people, other places,
Different customs, different faces,
Drought and desert, field and plain,
Snow and ice and monsoon rain,
Volcanoes, glaciers,
Bubbling springs,
Clouds and rainbows,
Countless things.
Stars and planets, distant space,
Whatever's ugly, full of grace.
Seas and rivers,
Cliffs and caves,
The wondrous ways this world behaves.
So much to learn; so much to know;
And so much farther still to go.

3

- Ask individual students to read out A3.
- Write these specialist geography words from the poem on the board: *drought, plain* (which they

should remember from Unit 1), *monsoon, volcanoes, glaciers, springs, bubbling springs, rainbows.*

- Point to the word or phrases one by one, say them, and ask students to repeat them. And then ask students to find the words in the poem. As students point to the words, explain their meaning. For example: *drought*: a long period without rain; *plain*: a large area of flat, open land; *monsoon*: a season of heavy rains in south Asia; *volcano*: a mountain with a large hole through which smoke, hot gas or hot rocks can rise; *glacier*: a large quantity of ice in the mountains which moves slowly downhill; *spring*: a place where water comes up naturally from the ground; *bubbling spring*: a place where water comes up from the group with force or pressure; *rainbow*: a line of colours that reaches across the sky when the sun shines after rain.
- Tell students to read the poem again. As they read, they should match the things in the pictures with words in the poem. Point out that there are other words in the poem that are illustrated, not just the words on the board.
- After students have read and matched words in the poem to things in the pictures, ask them to compare answers in pairs.
- Elicit answers from the class.

Answer

Match words and items in the picture: *field, snow, ice, volcanoes, bubbling springs, clouds, stars, rivers, cliffs, caves*

4

- Read out A4 but ask students not to look at the poem.
- Let students choose the meaning of *countless, distant, grace* and *wondrous* that they think is more probable but do not confirm their choices at this point.
- Students work in pairs. They read the poem, find *countless, distant, grace* and *wondrous* and choose the correct meaning. They can change their original responses or keep them as they were.
- After sufficient time, ask two or three pairs to say what they think the words mean, and encourage the rest of the students to agree or correct them.

Answers

1a 2b 3b 4a

5

- Ask a student to read A5.
- Check that students know they have to explain what the poem means in addition to its description of a journey round the world.
- Play the recording. Ask one student to read out the last two lines.
- Let the students discuss in pairs the last two lines.
- Ask the class for feedback. Ask them what they think the poem is about. Though they might not use the exact words as given in the answer section, they should give similar ideas.

Suggested answers

The poem is not just about a journey round the world like Superman's: it is a journey inside us towards learning more and more about our world and understanding that it is a wonderful place.

6

Tip: This activity should help students develop a sense of stressed (or strong) syllables and unstressed (or weak) syllables. Stressing the correct syllables in words and sentences is very important in producing clear and accurate pronunciation.

- Tell students to write the first four lines in their copy books while you write them on the board.
- Read out A5 and explain *syllable, weak syllable* and *strong syllable*, using the example of the second line of the poem on the board.
- Make sure that students understand to mark strong syllables with a dot (●) and the weak syllables with a dash (–).
- Play the recording of the first four lines of the poem twice. Ask students to show the rhythm of the poem by marking the weak and strong syllables on the lines in their copy books.
- Let students compare answers in pairs, and then play the first four lines a final time.
- Elicit the answers from the whole class and mark the stress on the lines on the board.

Answers

● ● – ● – –
I love Geography.

● – ● – ● – ● –
Other people, other places.

● – – ● – ● – – ● –
Different customs, different places.

(*different* seems to have 3 syllables, but the second one is not pronounced.)

● – ● – ● – ●
Drought and desert, field and plain.

7

- Play the recording again.
- Play the poem line by line, and tell students to repeat the lines. Emphasise stress here and in all the following steps.
- Play the poem verse-by-verse, and ask students to repeat.
- Let students practise reading the poem in pairs.
- Finally, ask pairs of students to read out the poem to the rest of the class. (Change from one student to the other at: *Stars and planets* ...)

▶ **For further practice, ask students to complete Activities 1 and 2 on pages 58 and 59 of their Activity Books in class, or to start them in class and then complete them at home.**

Note: Remind students to bring their Activity Books to the next class.

▶ Lesson 6 Student's Book p61

B READ, SPEAK AND WRITE

Aim: to prepare students to write a diary report about a meeting with Marco Polo.

1

- To prepare students for the reading, write on the board (but do not give the answers): *What happened in 1300?* (Answer: *Ships from Genoa and Venice fought.*) *Which city won and which city lost?* (Answer: *Genoa won and Venice lost.*) *What happened to Marco Polo and other people?* (Answer: *They became prisoners.*) *Why was that a good thing?* (Answer: *Marco Polo's famous book was born out of this situation.*)
- Tell students to read the text above the conversation on Student's Book page 61 and note the answers in their copy books.
- Let students compare and discuss responses.
- Elicit the answers from the whole class.
- Write these sentences on the board and tell students to copy them. (Later, they will read to find out who said these things.)
  We're not meeting as free men. (Answer: *Polo.*)
  I'm a writer. (Answer: *Rusticello.*)
  I trade with the East. (Answer: *Polo.*)
  Everyone in Venice knows about you. (Answer: *Rusticello.*)
  I'm bored too. (Answer: *Rusticello.*)
  I think I'll write something. (Answer: *Rusticello.*)
  That's a really exciting idea. (Answer: *Polo.*)
- Ask students to look at the conversation. Students read and note who said the sentences on the board, Marco Polo or Rusticello.
- After sufficient time, elicit the answers from students.
- Ask a student to read out the instruction to B1.
- Tell students to read the conversation together in pairs and act it out.
- After sufficient time, give parts of the conversation to different pairs and ask them to act out the conversation in front of the class.

2

- Ask individual students to read out B2. Explain that this is the start of Rusticello's letter home.
- Tell students to read the start of the letter again, and ask brief comprehension questions to check understanding.
- Ask students to open their Activity Books at page 59 Activity 3.
- Ask individuals to read out the rubric and the lists of possible connectors and reporting verbs. Encourage students to include these in their writing.
- Explain that the students should complete Rusticello's letter home individually, reporting his conversation with Marco Polo from line 27 of B on Student's Book page 61.
- Monitor students, and help as necessary.
- After a suitable time, put students in pairs and ask them to read, discuss, compare and correct each other's work.

Sample answer

While we were talking, I said that I might write something to fill the empty days. Then he asked what I was going to write about, and I asked him if he had

ever thought of writing about his travels. Signor Polo replied that he had considered it when he first returned to Venice, but he said that life had been too busy. After that, I asked Signor Polo if he thought we could do something together. He asked me what I meant, so I suggested that Signor Polo could tell me his stories and I could write them down. Signor Polo said he thought that was a really exciting idea and I told him that we might be able to produce a very interesting book.

C UNIT TASK

Aim: to produce a diary report of a meeting between Marco Polo and his younger cousin, similar to the report of his conversation with Rusticello.

1

- Tell students that they are going to write questions to ask Marco Polo about his travels.
- Refer students to C1 on Student's Book page 61 and ask students to read the instruction.
- Tell students to refer to the texts *Polo, Marco (1254–1324)* and *Coming home* on page 58.
- Students should write six questions in their notebooks to ask Marco, using the prompts in C1 1–3.
- After a suitable time, sample some of the questions from the class and ask students to act as Marco and answer them.

Answers

Students' own work

2

- Ask a student to read out C2.
- Ask: *Who is Carlo?* (Answer: *Marco Polo's younger cousin.*)
- Ask students to work in pairs and act out the greeting of Marco and Carlo at the special dinner.
- Ask students to add other small pieces of dialogue – things that they might naturally say to each other, e.g.
  I've heard a lot about you.
  It's wonderful to meet you after all these years.
  It's amazing. You're a man now, and you weren't even born when I left home!
- Give students time to think of what they are going to say, and then get them to act out their conversations.
- Ask two or three pairs to perform their conversations in front of the rest of the class.

3

- Refer students to the six questions they wrote in their copy books.
- Put students in pairs to ask and answer the questions as Carlo and Marco.
- Encourage students to use their imagination if they can't find the exact information to answer the questions in the texts *Polo, Marco (1254–1324)* and *Coming home*.
- Students act out their conversations.
- After sufficient time, ask pairs of students (who did not act as pairs before) to ask and answer each other's questions in front of the class.

▶ **Ask students to open their Activity Books at page 59.**

4

- Ask a student to read out task C4.
- Refer students to Activity Book page 59, Activity 4.
- Students follow the guidelines and develop three paragraphs to write a diary report of Carlo's conversation with Marco. They should use the three C1 topic headings to form the topic sentences of the three paragraphs they are going to write.
- Monitor, and help as necessary as students do the task.

Answers

Students' own answers

LANGUAGE FOCUS

- This summarizes the main grammar points and the vocabulary of the unit. It also gives the students useful tips to improve their learning. This material is not strictly for classroom use, but you can take advantage of it during the unit or as a separate revision of the main parts of the unit.

TO HELP YOU STUDY

- This section gives students useful techniques to improve their vocabulary, spelling and learning strategies. There are suggested activities to help students start using some of the techniques.

Important note: Every student has different strategies to learn a language. These are recommended techniques but students have to find their own best way of learning. Use these ideas to help them find methods that work for them. These ideas are not for assessment.

TO HELP YOU STUDY Answers

Verb	Adjective 1: From the present participle	Adjective 2: From the past participle
amaze	*amazing*	*amazed*
annoy	*annoying*	*annoyed*
bore	*boring*	*bored*
disappoint	*disappointing*	*disappointed*
embarrass	*embarrassing*	*embarrassed*
excite	*exciting*	*excited*
frighten	*frightening*	*frightened*
interest	*interesting*	*interested*
please	*pleased*	*pleasing*
puzzle	*puzzling*	*puzzled*
surprise	*surprising*	*surprised*
upset	*upsetting*	*upset*
worry	*worrying*	*worried*

REVISION (UNITS 5–6)

There will be traditional dancing.

Lessons 1 & 2 Student's Book pp64–65

Note: Divide Lessons 1 and 2 according to how much material you think the class will cover across two classes.

To start …

- Play this vocabulary game, using the main vocabulary from Units 5 and 6.
- Tell students you will give definitions of words and they have to listen to each definition and guess the word you are defining, e.g. *a long, high wall that keeps a lot of water in a type of lake (dam); a person who flies a plane (pilot).*
- Ask students to look through Units 5 and 6 and choose five words that they can define. They should write them in their copy books.
- Working in pairs, students take turns defining a word while the other student tries to guess the word.
- After the pair work, ask a few students to define words from Units 5 and 6 to the whole class, who should try to guess the words.

A READ

Aim: to revise vocabulary and grammar from Units 5 and 6 in new contexts. The activities also aim to develop reading for gist, for specific information, for inference etc.

1

- Tell students to look at the three pictures in their Student's Books on page 64. Tell them to study the pictures for one minute and then close their books.
- Let students work in pairs to discuss what they can remember about the pictures.
- Elicit brief descriptions of the pictures.
- Ask individual students to read A1 1–3.
- Have students read Texts A–E individually and work out the answers to the three tasks.
- After individual reading, let the students discuss their answers in pairs.
- Ask individual students to read out their answers while the rest of the class listens. If any students disagree with the answers, let them suggest corrections.

Answers

1 *The photos match with Text D.*

2 *Sophie probably took them because she said she wanted to take some photos with her new phone.*

3 *We learn from the texts that in photo A, some Kurds are celebrating Newroz, their New Year, in Trafalgar Square. We also learn that this is happening on 21st March.*

We learn from the texts that photo B shows Nelson's Column. We also learn that he was a hero from British history, and that the column is 46 metres high and that his statue has a height of 5.5 metres.

We learn that photo C is a picture of baklava, that Sophie tries some and that it tastes fantastic.

2

- Tell students that they have to work out what the expressions in bold text in A2 refer to.
- Tell them to read the parts of sentences, find them in the texts on page 64 and work out what the expression in bold refers to.
- Let students decide the meaning of the phrases on their own.
- Then let students compare answers with a partner.
- Check the answers with individual students in the class.

Answers

1 *people celebrate Newroz* ***here*** *refers to celebrating Newroz in England/Britain.*

2 ***London's most famous square*** *refers to Trafalgar Square.*

3 ***You*** *lost 5–1 to Man U refers to Arsenal or people who support Arsenal.*

4 *If you'd come to Newroz* ***instead*** *means instead of going to see Arsenal lose their match in Manchester.*

3

- Ask a student to read out A2.
- Let students work in pairs and discuss what 'home' and 'close' mean in the context of their use in the texts.
- Finally, let the whole class discuss the meaning of the phrases.

Answers

1 *We'll miss it unless we go 'home' here means that Vana and Ari will miss Newroz if they stay in England: home here means Kurdistan.*
2 *I was 'close' means that Vana's guess about the height of Nelson's column was nearly right. Her guess was 50 metres, and the actual height of Nelson's Column with its statue is 51.5 metres.*

4.1

- Demonstrate how students should do task 4.1.
- First, elicit suggestions for the missing phrases and sentences from students without their using the texts in A. Accept any reasonable suggestions but do not confirm or correct suggestions at this point.
- Tell students to read the texts on Student's Book page 64 carefully and to pick out the information to complete the summary.
- Tell students to find the missing words and phrases for each gap in the different texts and note them in their copy books.
- At a suitable point, let students compare answers in pairs. Then check answers with the whole class.
- Elicit these answers from the class.
- To round off the activity, ask students to try to recall as much of the summary as possible without looking at their books.

Answers

1 *they can't celebrate Newroz in Britain*
2 *festival*
3 *she does not know where*
4 *look it up on the internet*
5 *on Saturday 21st March*
6 *Ari*
7 *Sophie*
8 *can't go*
9 *he would have to miss Newroz*
10 *Vana and her parents*
11 *Newruz in Trafalgar Square*
12 *feels terrible*
13 *Arsenal lost 5–1 to Man U*

4.2

- Refer students to Text E on Student's Book page 64 and ask them to read it.
- Ask brief comprehension questions, such as *Why did Sophie thank Mr and Mrs Sherko?* (Answer: *She enjoyed the Newroz celebrations.*) *What was Mr Sherko's reply?* (Answer: *You're very welcome.*) *Why did Jamie say the match was terrible?* (Answer: *Because his team Arsenal lost 5–1.*)
- Ask individual students to read A4.2 a–c.
- Let students say how Jamie and Sopie feel in Text E. (Answer: *Jamie feels terrible because his team has lost and Sophie is happy because she has enjoyed her day with Ari, Vana, and Mrs and Mrs Sherko.*)
- Write Sophie's words from *Hello? …* to *… a much nicer day* on the board. Leave space between each line for Jamie's part of the conversation.
- Use the prompts to elicit suggestions about what Jamie says to Sophie. Accept and write up all reasonable possibilities.
- Let students discuss in pairs and decide what they think Jamie says to Sophie on the phone. They should then act out the conversation.
- After a suitable amount of practice, ask pairs of students to act out the conversation in front of the class.

Note: Students may not use exactly the same words as given below but this does not necessarily mean they will be wrong.

Possible answers

Sophie *Hello?*
Jamie *Oh, hi Sophie. It's Jamie.*
Sophie *Oh, it's you, Jamie. How was the match?*
Jamie *It was terrible, really terrible.*
Sophie *Terrible? Why?*
Jamie *Arsenal lost 5–1 to Man U.*
Sophie *You lost 5–1 to Man U!*
Jamie *Yes, 5–1!*
Sophie *Poor you! If you'd come to Newroz instead, you'd have had a much nicer day.*
Jamie *Yes, you're right.*

4.3

- Ask students to look at Student's Book page 65 and ask individual students to read out the various stages of A4.3.
- Check that students understand what is required. They are to produce a newspaper advert to advertise the Newroz festival in London.
- Let students do this task in pairs.
- As they work, monitor and help students as necessary.
- After they have finished, put pairs together in groups of four to show and read out their advert to each other.
- Choose two or three good examples. Let the students who wrote them show and read them out to the rest of the class.

Possible text

COME TO NEWROZ!
Join the fun at our Kurdish New Year
in Trafalgar Square
from 12.00 to 6.00 on 21st March.
Wonderful music and dancing –
and it's FREE!

▶ **Activity Book page 62 gives extra opportunities to students to practise the grammar and vocabulary. If you think there are points that students need to practise more, you can do the activities in class, but generally encourage them to do these activities at home.**

B LANGUAGE

Aim: to revise the grammar of Units 5–6 in new contexts.

1

- Write a question mark (?) on the board. Say one or two sentences, but as you end them, let your voice die away, e.g. *It's hot today …* and *You can speak English … .* Point at the question mark and invite students to complete the sentences. If necessary, repeat the sentence cues and elicit tag questions, e.g. *It's hot today, isn't it?* and *You can speak English, can't you?*
- Remind students that these are *tag questions.*
- Ask individual students to read out the B1.1 instruction.
- Tell students to form pairs and to make sure they choose a partner they know.
- At this point, students should work individually. In their copy books they write three tag questions they are almost sure are true about their partner (for example about their age) and they write three tag questions about their partner which they think may be true (for example, about what he or she did last summer).

2

- Focus on how to form tag questions correctly by relating the form of the tag to the tense of the verb in each sentence. If necessary, practise this briefly with a few other examples. Use a mixture of tenses in positive and negative forms here and in the following steps.
- Point out that if the verb is positive, the tag is negative and if the verb is negative, then the tag is positive.
- Remind students about the correct falling intonation to use when they are almost sure the tag question is true. If necessary, practise this.
- Remind students about the correct rising intonation to use when they think the tag question may be true. If necessary, practise this.
- In pairs, students ask and answer their tag questions, making sure they use the correct form of the tag according to the tense and form of the verbs in the questions.
- At the end of the pair work, ask a few pairs to ask and answer their questions in front of the class, who should listen and, if necessary, correct any mistakes.

Answers

Students' own answers

2

- Ask students to give you examples of second conditionals and, if necessary, help them to produce the correct form by prompting them with questions.
- Write one or two example sentences or questions on the board.
- Point out that second conditional sentences are used to express an unlikely future (or a present situation that is impossible).

- Ask a student to read out B2.
- Demonstrate the task by taking the role of A and asking questions to individual students in the role of B.
- In pairs, students complete the dialogues using the prompts in B2.
- After the initial pair work, ask students to change pairs and ask and answer the questions with a new partner.

Possible answers

Students give their own answers to the questions below, e.g.
If you could go anywhere abroad for a year, where would you choose to live?
If I did that, I would choose to live in (Vancouver).
If you chose to live in (Canada), what place would you visit?
If I did that, I would visit (the Rocky Mountains).
If you visited (Canada), how would you get there?
If I did that, I would get there (by plane).

3

- Ask students to give you examples of third conditionals and, if necessary, help them to produce the correct form.
- Write one or two example sentences, or questions, on the board.
- Point out that third conditional sentences are used to talk about an impossible past.
- Ask a student to read out B3.
- Demonstrate the task by taking the role of A and asking questions to individual students in the role of B.
- In pairs, students complete the dialogues using the prompts in B3.
- After the initial pair work, ask a few pairs to say their sentences to the rest of the class.

Possible answers

Students' give their own answers to questions below, e.g.

If you had travelled to Britain at the same time as the Sherkos, what would you have looked forward to doing most?

If I had done that, I would have looked forward to making new friends most.

If someone had asked you to do the 12 Tors Race, what would you have said?

If someone had done that, I would have said, 'That's a great idea!'

If you had lived away from home for all these months, who or what would you have missed most?

If I had done that, I would have missed my family and old friends most.

▶ **The Activity Book page 63 gives extra opportunities to students to practise the grammar and vocabulary. If you think there are points that students need to practise more, you can do them in class, but generally encourage them to do these activities for their own benefit at home. Always check their homework but don't spend too much time doing the activities in class.**

Students often have problems with question forms. You may want to consider doing Activity 3 on page 63 as pair work at the end of the lesson.

REVISION (UNITS 7–8)

When they have been received, …

Lessons 1&2 Student's Book pp66–67

Note: Divide Lessons 1 and 2 according to how much material you think the class will cover across the two classes.

To start …

- Give students one minute to look through Units 7 and 8 of their Student's Books. Tell them to concentrate on the pictures and remember everything they can about them all.
- Tell students to close their books.
- Choose a picture from Units 7 and 8 and describe it. Encourage students to guess which unit it comes from, and say why they think that. They should also say what they can remember about that lesson.
- Repeat the process with a picture from the other unit.

A READ

Aim: to revise the vocabulary and the grammar of Units 7 and 8 in new contexts. The activities also aim to develop different reading and listening skills (for gist, for specific information, for inference etc.).

1

- Tell students to look at the picture at the top of Student's Books page 66. Elicit brief statements describing what they can see. Elicit the fact that this is the school that Vana and Ari go to in Britain. Tell students that this is the cover of a booklet that describes the school, and that it is normal in Britain for schools to produce something like this about themselves.
- Ask individual students to read out A1 1–4. Do A1 1 with the class. Ask who might want to read the booklet. (Possible answers: *Parents who are deciding which school to send their children to. New students who are starting at the school.*)
- Give students a minute to think about tasks 2–4, and put the students in pairs to discuss the answers.
- Ask individual students to suggest answers. Accept any reasonable suggestions about the questions and do not insist that students give the specimen answers given here.

Sample answers

1 *(See above.)*
2 *The page title shows that this is probably from the booklet about Valley Road Comprehensive.*
3 *The two headings tell us that Valley Road Comprehensive has after-school clubs and activities for the students there, and that one of these is a school magazine.*
4 *The picture shows a girl with a computer and a tape recorder. Perhaps she is writing something for the magazine.*

2

- Ask students to look at A2 and ask individuals to read out the rubric and incomplete statements 1–4.
- Tell students to discuss the incomplete statements in pairs without reading Text A.
- Elicit suggestions about the missing information from the whole class.
- In pairs, students now read Text A together. They locate the information to complete statements 1–4 and say the complete statements to each other.
- After a suitable time, ask individual students to give the complete statements for the rest of the class.

Answers

1 *The magazine does not just include the school's news: it also contains such things as poems, short stories and interviews.*
2 *The work is done mainly by students, not by teachers.*
3 *Reports from clubs and sports teams have to be produced a week before the end of term.*
4 *The reports are edited, designed and sent away for printing between the end of one term and the beginning of the next.*

3

- Ask students to look at A3. Ask individuals to read out questions 1–4.
- Tell students to read Text B and briefly note the answers in their copy books.
- Students, in pairs, read Text B again. They ask and answer the questions in full form, pointing to the section of text which contains the correct answers.
- After a suitable time, ask individual students to give their full answers.

Answers

1 *The conversation is happening before the end of the school year.*
2 *Life is going to change for Ari and Vana because they are going to return to Kurdistan.*
3 *Sophie, Jamie and Lynda all want Ari and Vana to do an interview for the school magazine.*
4 *He needs more time because he feels he must ask Vana if she wants to do an interview.*

4

- Ask individual students to read out the A4 instruction and then the questions.
- Tell students to read Text C again to locate what Vana and Ari said about Kurdish schools now and in the future.
- At a suitable point, let students discuss and answer the two questions in pairs.
- Elicit these answers from individuals, and from their ideas develop a summary paragraph on the board for students to copy.

Possible answers

The large population of young people means that a lot of schools open twice a day. And with many new colleges, it also means that there will soon be a lot of young people with a good education and the energy to build a very bright future.

▶ **Activity Book page 64 Activities 1 and 2 give extra opportunities to students to practise the vocabulary. If you think there are points that students need to practise more, you can do them in class, but generally encourage them to do these activities for their own benefit at home.**

B LANGUAGE

1

- Read out the instructions for B1. Check that students understand the task of moving from the text's reported speech to direct speech.
- Take the role of Lynda, and ask a student to take Vana and Ari's role as one person.
- Demonstrate some of the task with the student.
- When the task is clear, give students time to prepare the conversation and practise it in pairs.
- After a suitable period, ask one or two pairs of students to act out their conversations in front of the other students, who should monitor and help to correct any mistakes.
- To follow up, students can write the conversation in their copy books.

Answers

Lynda *Is school in Kurdistan very different from school in Britain?*
Vana/Ari *School subjects are quite similar but we don't go to school from 9.00 to 3.30. We start at 8.00 and finish at 1.00. Our school is used by different students in the afternoon. That's because we have a lot of young people, and so a lot of schools open twice a day.*
Lynda *What will your country be like in ten years?*
Vana/Ari *I think it will be very different. Many colleges are opening, and many young people are getting a good education. And with our education and energy, we're going to build a very bright future.*

2

- Ask a student to read out B2.
- Once the task is clear, write an example on the board: *She wanted us to …* and elicit *talk to Lynda Carter.*
- Say: *We've had an idea …* and get students to report the phrase *… Sophie said.* Elicit the sentence *Sophie said that they had had an idea.*
- Give students time to prepare and practise the conversation between Ari and Vana.
- Ask two or three pairs to act out their conversations in front of the other students.
- Do not worry if students produce different ideas to the possible answer given below, as long as their ideas make sense and they use correct reported speech.

Possible answer

Ari *I saw Jamie and Sophie earlier, and she had an unusual request.*
Vana *Oh? What was that?*
Ari *Well, she wanted us to do an interview with Lynda for the school magazine.*
Vana *You're joking!*
Ari *No, really. She was serious.*
Vana *But people won't want to read about us!*
Ari *I said that, too, but she didn't agree. She said that we'd made a lot of friends this past year.*
Vana *So what did you say?*
Ari *Well, I said that I had to ask you. I'd like to do it, but what do you think?*
Vana *I think we should say yes.*
Ari *All right, so we agree.*
Vana *Right. What happens next?*
Ari *Well, Sophie asked when I could call Lynda because she needed to know soon.*
Vana *Can you call her at home?*
Ari *Yes, I said I'd call Lynda this evening after I'd seen you.*

3

- Explain that in B3 Lynda has a work plan for producing the school magazine, and she wants to discuss it.
- Ask individual students to read out each part of the work plan. Check that students understand.
- Ask two students to read out the first example conversation (what has been done already and when it was done).
- Ask two other students to read out the second example conversation (what still has to be done and when it will be done).
- Explain that the first example is marked by a ✔ in the work plan, and that the second is marked by a ✘.
- Ask students in pairs to prepare their questions and answers for both parts of the conversation.
- After sufficient preparation, ask students to swap partners and carry out the conversations, asking and answering the questions and answers they have prepared. With a good class, you can encourage students to jump freely between past and future jobs.
- After the pair work, elicit the correct questions and answers from the class.

Answers

A: *Have the poems been chosen yet?*
B: *Yes, they were chosen two weeks ago.*
A: *Have all the reports been received yet?*
B: *Yes, they were received last week.*
A: *Has the editing been started?*
B: *Yes, the editing was started last Wednesday.*
A: *Has the design work been begun?*
B: *Yes, it was begun last Friday.*
A: *Have all the photos been collected?*
B: *Yes, they were collected on Friday.*
A *Does the editing still have to be finished?*
B: *Yes, that will be finished tomorrow.*
A *Does the cover photo still have to be decided?*
B: *Yes, that will be decided on Friday.*
A *Does the design still have to be completed?*
B: *Yes, that will be completed this Saturday.*
A *Does everything still have to be checked?*
B: *Yes, everything will be checked next Monday.*
A *Does the magazine still have to be sent for printing?*
B: *Yes, it will be sent for printing next Tuesday.*

C EXTENSIVE LISTENING

1

- Ask students to tell you some of the things they have learned about the Valley Road Comprehensive School magazine so far. They should say such things as: *It is published three times a year. It is written mainly by the students. It has news about the school year, sports results, school visits, and drama and music evening. It is going to have an interview in it with Ari and Vana. Lynda Carter is the editor.* etc.
- Tell students they are going to listen to more information about the magazine. Say that the listening will be in three parts.
- Ask a student to read out C1.
- Write on the board: *What problem does Lynda still have with the magazine?*
- Play Part 1 twice while students listen for the answer.
- Let students check their answers in pairs. Then elicit the answer from the class.

CD script Track 36

Part 1

Lynda *Thanks for coming to help today, Sophie, especially as term finished yesterday, and we're all on holiday now!*
Sophie *That's OK. I'm very interested in the work. How's design going? That has to be finished today, doesn't it?*
Lynda *It should be, but there's a problem. At the end of the interview with Vana and Ari, there's nearly a whole page of empty space.*
Sophie *Can I see the pages?*

Lynda *Yes, look, here on the computer. And, you see, the next section – school trips – has to start on the next page. We have to fill that big white hole!*

Answer

There is nearly a whole page in the magazine without anything on it.

2

- Tell students they are going to listen to Sophie and Lynda talk about how to solve the problem from Part 1.
- Ask students to read C2.
- Ask students to copy this table in their copy books:

Solutions Lynda is against
1
2
3
4
Solution Lynda is for

- Play Part 2 once while students listen for the answers.
- Let students compare their answers in pairs.
- Play Part 2 again.
- Elicit the answers from the class and write them in the table on the board.

CD script Track 37

Part 2

Sophie *Well, I can see it's not great, but is it such a big problem? I mean, can we just leave the empty space as it is?*

Lynda *No, not really, because it would look terrible. And so I've been wondering: perhaps we can add another poem. But that's no good because we haven't got any more good ones.*

Sophie *You're right. We were only offered two good poems, and we've already put them in the magazine. Perhaps we can put in a short story instead.*

Lynda *No, I thought of that too, and I checked the only story we've got. But it's no good because it would take too much space!*

Sophie *Oh, dear! Well, what about this? Further back, before the interview, let's make the basketball team photo much bigger.*

Lynda *Nice idea, but if we made their photo much bigger than the other sports photos, the other teams would be annoyed, so that won't work either!*

Sophie *Well, what about this? Let's put in a list of important dates for next year – you know, drama and music events, sports day and things like that.*

Lynda *Well, there's a problem with that, too, because a lot of them haven't been decided yet.*

Sophie *Oh, dear. Well, what do you suggest?*

Lynda *There's only one thing I can think of. We need to do a longer interview with Vana and Ari. And that would be very interesting. People would like that.*

Sophie *I agree, but there's just one problem. They're getting ready to fly home on Monday. They must be extremely busy!*

Lynda *I'm sure you're right, but we should ask. Listen, you're really good friends with them, so could you talk to them? And if they say yes, could you do the interview?*

Sophie *I'm not sure …*

Lynda *Please! I'm going to have to work through the weekend to finish checking everything by Monday.*

Sophie *Well, all right. I'll try.*

Lynda *Thanks!*

Answers

Solutions Lynda is against
1 *Leave empty space.*
2 *Add another poem.*
3 *Put in short story instead of poems.*
4 *Make the basketball photo bigger.*
5 *Important dates for next year.*
Solutions Lynda is for
Put in a longer interview with Ari and Vana.

Extra activity

- Part 2 can be exploited for more listening practice.
- Add another column to the table on the board as follows and get students to add it to the table in their copy books:

Solutions Lynda is against	**Problem**
1 *Leave empty space.*	
2 *Add another poem.*	
3 *Put in short story instead of poems.*	
4 *Make the basketball photo bigger.*	
5 *Important dates for next year.*	
Solutions Lynda is for	**Problem**
Put in a longer interview with Ari and Vana.	

- Play Part 2 again and get students to note the problem with each of the ideas that Sophie suggests to Lynda.
- Check answers with the class.

Answer

Solutions Lynda is against	**Problem**
1 *Leave empty space.*	1 *It will look terrible.*
2 *Add another poem.*	2 *They don't have another good poem.*
3 *Put in short story instead of poems.*	3 *The story takes up too much space.*
4 *Make the basketball photo bigger.*	4 *Other teams will be annoyed.*
5 *Important dates for next year.*	5 *Dates have not been decided yet.*
Solutions Lynda is for	**Problem**
Put in a longer interview with Ari and Vana.	*Ari and Vana are very busy.*

3

- Play Part 3 of the recording twice while students note in their copy books the questions that Lynda and Sophie prepare for Ari and Vana.
- After the listening, elicit the questions and write them on the board.

Questions

CD script Track 38

Part 3

Sophie *I've just called Vana, and they are extremely busy, but she agreed.*

Lynda *Fantastic! Well done! Now, you haven't done an interview before, have you?*

Sophie *No, I haven't. So how do I prepare for it?*

Lynda *You need to prepare a list of questions.*

Sophie *Have you got any suggestions?*

Lynda *Well, most people don't know enough about Kurdistan, so let's start with that. You can ask something like this: 'Please could you tell us a little about Kurdistan?'*

Sophie *Right. Let me write this down. Please … could you tell us … a little … about Kurdistan?*

Lynda *And you could ask about that New Year festival.*

Sophie *Newroz, you mean.*

Lynda *Yes, you could say, 'And could you say something about Newroz?'*

Sophie *Right. And could you … say something about … Newroz? And we can talk about the Newroz festival that we went to together in Trafalgar Square.*

Lynda *Good, so you can ask, 'How did you enjoy celebrating Newroz here in London?'*

Sophie *How did you enjoy … celebrating Newroz … here in London?*

Lynda *And then you could talk about the weather in Kurdistan and the weather here. You can ask, 'What's the weather like in Kurdistan?'*

Sophie *All right. What's … the weather like … in Kurdistan? Good, and while we're talking about the weather, we'd better talk about the 12 Tors Race.*

Lynda *Yes, it was terrible, wasn't it? You can ask, 'What did you think of our English weather during the 12 Tors Race?'*

Sophie *Right. What did you think … of our English weather … during the 12 Tors Race?*

Lynda *And that was a great moment when you all crossed the finish line and no one else did. You were on the national news, and we were all very proud of you! So you'd better say something about that, too. You could ask, 'How did you feel when our team managed to finish the race and no one else did?'*

Sophie *Good. How did you feel … when our team … managed to finish the race … and no one else did?*

Lynda *Good. Now I think you've got enough questions. I hope the interview goes well.*

Sophie *Thanks!*

Answers

Sophie's questions

Please could you tell us a little about Kurdistan?

And could you say something about Newroz?

How did you enjoy celebrating Newroz here in London?

What's the weather like in Kurdistan?

What did you think of our English weather during the 12 Tors Race?

How did you feel when our team managed to finish the race and no one else did?'

D SPEAKING AND WRITING

Aim: to prepare students to carry out the interview continuation between Ari and Vana and Sophie.

1

- Ask a student to read out D1.
- Let students work in pairs. One student should take the role of Sophie, who is asking the questions which students noted in C3. The other student should take the roles of Ari and Vana.
- They should prepare Sophie's interview with Ari and Vana. If necessary, students should refer to Unit 4 to remind them about the 12 Tors race.
- Remind students that they will have to make up what Ari and Vana would say – they will not find these answers in the book.
- When students are ready, they should work at the same time and role play their interviews. They should not use their books at this time.
- At a suitable point, ask for volunteers to perform their conversation in front of the class.

Possible answers

Q *Please could you tell us a little about Kurdistan?*
A *It's in the north of Iraq. There are plains in the south and west, and there are mountains, valleys and rivers from the north-west to the south-east.*
Q *And could you say something about Newroz?*
A *It's the Kurdish New Year, and we celebrate it in late March every year.*
Q *How did you enjoy celebrating Newroz here in London?*
A *Very much! We celebrated it in Trafalgar Square, and we had a great time.*
Q *What's the weather like in Kurdistan?*
A *It's hot in the summer and cold in the winter. But spring and autumn are usually warm and dry and very nice.*
Q *What did you think of our English weather during the 12 Tors Race?*
A *It was terrible!*
Q *How did you feel when our team managed to finish the race and no one else did?'*
A *We felt very pleased and very proud. But we also felt very tired!*

2

- Explain D2 and students write Sophie's section of the reported interview. Let students do this in pairs working with their partner from D1.

Possible answer

Next, I asked Vana and Ari to tell us a little about Kurdistan. Ari said that it was in the north of Iraq. Vana then added that there were plains in the south and west, and that there were mountains, valleys and rivers from the north-west to the south-east.

Then I asked them to say something about Newroz. Ari explained that it was the Kurdish New Year, and that they celebrated it in late March every year. When I asked if they had enjoyed celebrating Newroz here in London, Vana said, 'Very much! We celebrated it in Trafalgar Square, and we had a great time.'

After that, I asked what the weather was like in Kurdistan. Ari explained that it was hot in the summer and cold in the winter. 'But,' he added, 'spring and autumn are usually warm and dry and very nice.'

From there, we went on to talk about the weather in this country. I asked what they had thought of our English weather during the 12 Tors Race? 'It was terrible!' they both said together.

Since we were talking about the 12 Tors Race, I asked, 'How did you feel when our team managed to finish the race and no one else did?' They agreed that they had both felt very pleased and very proud. 'But,' Ari added, 'we also felt very tired!'

▶ **Activity Book page 65, Activities 3 and 4 give extra opportunities to students to practise the grammar and vocabulary. If you think there are points that students need to practise more, you can do them in class, but generally encourage them to do these activities at home. Always check their homework but don't spend too much time doing the activities in class. You may want to consider doing Activity 4 as pair work at the end of the lesson as students often have problems with reported speech.**

- There are seven role plays in **Sunrise 11** which help students to use the language and vocabulary of each main teaching unit in a meaningful way. Students play the roles of speakers who talk about different aspects of the situation related to the topics of the units. The role plays are optional and can be used after the relevant teaching unit or at any time later in the year as a means of revision, and to give additional practice to help students increase their oral fluency.
- It would be a good idea to contact IT teachers or to ask your students to investigate the possibility of recording students performing their role plays so each group member can see what they look or sound like when they speak English. This can be a powerful motivational tool.

A **A Town Development Plan:** Students debate what to do with a piece of waste land at the centre of town which needs development. Three different speakers present ideas: a local businessperson who wishes to build a large shopping centre; the manager of the local tourist office who wants to construct a five-star hotel; a Town Council member who wishes to construct a town park. The head of the Town Council must listen, give each speaker the chance to speak, summarize the good and bad points of each idea and choose the best one, explaining the reasons for the choice.

B **Future Transport:** Students debate how to cut carbon pollution, either through better forms of transport or through using less transport. Three different speakers present ideas: The Minister for Transport who supports all forms of transport and wants to encourage fuel cell technology; the Minister for Health who wants to spend less money on transport and more on schools, doctors and hospitals; the Minister for the Environment who wants to discourage car travel and encourage travel by train and bus. The Prime Minister must listen, give each speaker the chance to speak, summarize the good and bad points of each idea and choose the best idea for the future of the country.

C **The Right Thing To Do:** Students debate what they should do when a wildfire breaks out near their home in Australia. Different speakers present their opinions about the right thing to do: The father, Dan Carson, who wants to stay and fight the fire with neighbours and send his wife and children to safety; Grandad who wants to stay in the house but not fight the fire; Grandma who wants her husband to leave but will stay with him if he stays; Sally Carson, the mother, who wants to do the best thing for everyone but the most important thing for her is to save the children.

D **Which Way Ahead For The Large Aral?:** Students debate what to do about the Large Aral Sea. This is located in a different country, Uzbekistan, and here people may not want to follow the same plan as was followed in the Little Aral Sea. The different speakers, a fisherman, a local farmer, the head of Uzbek Oil and a government planning officer present arguments about the way ahead for the Large Aral Sea.

E **The Right Work Experience:** Students debate, give reasons for and against, and finally agree on which form of four different kinds of work experience would most suit their different individual skills and interests: work experience at Central Hospital; work experience in the Council Parks, work experience in Westfield Library and work experience in the Royce School for Children with Special Needs.

F **Life Without TV:** Students debate whether a family of four who have lived without TV for a month as part of a big experiment should continue to live without it. The different speakers present ideas: Mum, who never wants TV in the house again; Dad who wants the TV back again but would be happy to put it in a small room at the back of the house; Bill, the son, who missed TV and went to watch it at friends' houses; Sue, the daughter, who is not interested in TV.

G **Should They Stay or Should They Go?:** Students debate the situation of Emperor Kublai Khan, his daughter Cocachin, and Marco Polo and his father Niccolo and if and when Emperor Kublai Khan should let them travel to take Cocachin to be the wife of the King of Persia.

Procedure

- **Before** the role play, write the topic on the board and then ask individuals to **read out the introduction** to the role play, sentence by sentence. Discuss it as necessary to make sure that the students understand the situation and what has to happen. Call on students to describe the connection with the related teaching unit, and let students also contribute their own ideas on the topic in general.
- Students work together in **groups of four**. (Note that they should stay in the same group for each role play through the year. This will encourage a sense of continuity in the group, which will help them perform their role plays with growing efficiency.)

- Outline the roles of the different speakers in each role play, and then give students time to read the role cards. **Make sure students understand** who each speaker is, what views the speakers hold and what role and outcome they are trying to achieve. Early in the year, you should choose the roles for individual students. (Remember that some roles are harder than others to perform.) Later, you may feel that students can decide roles for themselves.
- **Give students time** to prepare the language for the role play. As part of this preparation you might want to have whole-class discussion about what each speaker in the role play might say. Later in the year, you may feel that groups can do their own brainstorming. In this case, go from one group to another, monitoring and helping as necessary.
- All groups **develop the role play** at the same time so that everyone gets as much time as possible to participate and practise.
- As students perform the role play, **check on progress** by listening and noting how groups are getting on. Do not stop to correct students unless communication completely breaks down. Instead, note common language errors or problems and discuss these with the whole class at the end of the group period of practice.
- After each role play, ask different groups to perform their role play in front of the class. Over the year, all groups should have a chance to perform before the class audience.

Unit 1 Lessons 1 & 2

1

1 steep mountains 2 snow 3 river 4 deep valley
5 flat plain 6 stream 7 waterfall 8 lake
9 fertile fields with crops 10 hilly country 11 cliff

2 (Sample answers)

1 We're moving away from a lake and a river that runs into it.
2 We're travelling over a low line of hills with lots of trees all over them.
3 We're going past a flat, fertile plain with farms and crops in the fields around the farmhouses.
4 We're flying towards a valley with waterfalls between steep mountains with snow on them.

3

1 Dohuk is in the north of Iraq/Dohuk is in northern Iraq.
2 Turkey is to the north of Iraq.
3 Iran is to the east of Iraq.
4 Ar Rutbah is in the west of Iraq/Ar Rutbah is in western Iraq.
5 Baghdad is in the east of Iraq/Baghdad is in eastern Iraq.
6 Saudi Arabia is to the south of Iraq.
7 Jordan is to the west of Iraq.
8 An Nasiriyah is in the south of Iraq/An Nasiriyah is in southern Iraq.

4

A
1 The Sherkos are a family of Kurds **who have recently moved to Britain**.
2 The plane on page 2 is the one **which/that flew the family to Britain**.
3 The Alps are the mountains **which/that Vana described**.
4 The view over south-east England is the one **which/that Ari described**.
5 Valley Road is the name of the school **which/that they are going to join**.
6 Jamie was the new friend **who offered to show them round the school**.
7 Sophie was the one **who knew about Iraq**.

B
1 The one which he described was the view over south-east England.
2 The one that she described was the view over the Alps.
3 The one which Vana and Ari are going to join is Valley Road School.
4 The one who offered to show them round the school was Jamie.
5 The one who knew about Iraq was Sophie.

Unit 1 Lessons 3 & 4

1

A
1 first 2 northern 3 everything 4 ancient
5 somewhere 6 best 7 high 8 south-east
9 warm 10 dry 11 full 12 huge

B
1 The weather in Kurdistan is usually **cool** in early spring, but then it quickly gets **warm**.
2 First, we drove past some **low** hills, but then we came to a line of **high** mountains.
3 These **ancient** buildings are over 2,000 years old, so we must keep them and build the **modern** city centre somewhere else.
4 They hope to finish the job on the **last** day of this month, but it may take until the **first** or second day of next month.
5 I started walking across the desert with a **full** bottle of water, but by 12.00 it was **empty**.

2

A
1 Tony Price is the person **who/that** wrote *Come to Kurdistan!*
2 This is the first text **X** you read on page 6 of your Student's Book.
3 It was published in a magazine **which/that** is all about travel and holidays.
4 The people **X** Tony writes for are not ordinary tourists.
5 They are people **who/that** want to visit places **X** most people do not think of for holidays – places like Kurdistan.

B
1 Tony greatly enjoyed the things **he saw and did in Kurdistan**.
2 One of the best things was making friends with the people **he met there**.
3 Friendly people showed him several places **which/that were full of ancient remains**.
4 He also met a Kurd **who took him sailing in his boat on Lake Docan**.
5 He became good friends with the people **who took him to Newroz at Ashawa**.
6 These were also the ones **he went with to their home in the mountains**.
7 Newroz is the New Year festival **which/that Kurds celebrate on 21st March every year**.
8 Fire jumping was the thing **he most enjoyed seeing at the festival**.

3

1 weather 2 stream 3 Farming 4 high
5 include 6 precious

4

1 You should not go to Kurdistan in summer, **which is very hot**.
2 Winter, **which gets very cold**, is also a bad time to go Kurdistan.
3 Up to three metres of snow and rain fall in the mountains, **which are full of streams and rivers**.
4 The Euphrates and Tigris, **which come from the mountains to the north**, carry precious water to the south of Iraq.
5 Tony Price, **who visited Kurdistan recently**, went at the time of Newroz.
6 During his trip, a lot of people helped Tony, **who was on his first visit to the country**.

Unit 1 Lessons 5 & 6

1

A
Sophie pointed along the road to the school and said, 'There it is.'
'It looks very different from our school back home,' Vana commented.
'Where are you from exactly?' Sophie asked.
'Kurdistan,' Vana replied.
'Sorry, but where's that?' Jamie wanted to know. 'My geography isn't very good,' he added.
'It's in northern Iraq,' Ari told him.
'And Iraq's in the middle of the Middle East,' Sophie went on.
'That's right,' said Vana.

2

A
First, cross the road here and go straight down Green Road. Go over a crossroads and then over a roundabout towards the river. Go over the bridge and turn right. Go along. Then you'll see the shopping centre on the left.

B
1 in the south-west of England
2 300 km from London
3 important in the history of Britain
4 the sailing and the hilly country near there called Dartmoor
5 the Plymouth Aquarium
6 the old fishing port
7 and other amazing sea creatures from all over the world

C
The facts about York
York is in the north-east of England. It is about 350 km from London. It is a beautiful city and an important regional and cultural centre.

Visiting York
People who visit York like the old part of the town and the famous hills and valleys near the city. One of the things that you should try to see is the Viking Centre. It is in the city centre. It gives a wonderful picture of daily life in York over a thousand years ago.

3

A & B (Students own answers.)

Unit 1 Language Focus

1

A
1 At 2 in 3 from 4 to 5 into 6 through
7 up 8 along 9 on 10 next to

B
1 This is the house in north London we have chosen.
2 It's in a quiet street which is/that's near our new school.
3 These are the people who/that live in the house opposite ours.
4 I've already made friends with the girl you can see on the left.

C
1 First, we'll need to go to the school office, which is just inside the main entrance.
2 Then we'll have to see Mr Price, who is head of Year 12.
3 We'll also need to meet the Head, Mrs Steel, who's in charge of the whole school.
4 After that, we'll have to get our new books, which will be on tables in the school hall.

2

1 growth 2 Although 3 develop 4 tourism
5 stream 6 plains 7 port 8 steep 9 New Year
10 resort 11 industry 12 traffic 13 fertile
14 economy 15 farming 16 Where are you from?

3

1

c**ou**ld	c**o**unt	c**o**untry
should	about	enough
would	south	southern

2 snow, regional, lights, listen, island, stomach, write

Unit 2 Lessons 1 & 2

1

A
1 ambulance 2 helicopter 3 hovercraft
4 motorbike 5 pickup 6 plane 7 scooter
8 4×4 9 tractor 10 trailer 11 train 12 truck

B
(Students' own answers.)

2

A
1 A It travels over land or water.
B It **could be** a plane or a helicopter. And it **could be** a hovercraft, too.
A But it doesn't go up in the sky.
B That means it **can't be** a plane or a helicopter. It **must be** a hovercraft.

2 A It can carry lots of passengers.
B Well, it certainly **can't be** a scooter or a motorbike, but it **may be** a lot of other things. It **might be** a ship or a plane or a big helicopter or a hovercraft. It **could be** a bus or train, too.
A And it has wheels.
B Then it **can't be** a hovercraft.
A And it doesn't go in the water or in the air or on roads.
B Then it **must be** a train.

3
1 Jake I've got problems with my mobile.
Tina You'd better take it to the phone shop.
2 Jake I've got a really bad headache.
Tina You need to go to the chemist's.
3 Jake I haven't got any more cola.
Tina You should go to the supermarket.
4 Jake I haven't got any stamps for this letter.
Tina You ought to go to the post office.
5 Jake I've lost my wallet.
Tina You should go to the police.
6 Jake I've burned myself badly.
Tina You'd better go to the doctor.
7 Jake I need some money to go shopping.
Tina You ought to go to the bank.
8 Jake I need some books for a project.
Tina You need to go to the library.

4
1 A Mum's better now. She's come home from hospital.
B That's good news. **You must be very pleased**.
2 A **I feel so happy!**
B Why, what's happened?
A They've offered me a place at university!
3 A How would you like to go to the cinema this evening?
B Good idea. **I'd love that**.

Unit 2 Lessons 3 & 4

1

1 I was late, so I **couldn't** catch the ten o'clock bus, but I **was able to** get another one at 10.15
2 Peter **couldn't** start his car this morning, but he **was able to** get to work on his bike instead.
3 Sorry, Dad. I **can't** wash the car this afternoon because I've got homework, but I **can** wash it tomorrow afternoon if you like.
4 In the future, space planes **will be able to** fly to the other side of the world in 90 minutes, but most people **won't be able to** afford the very high ticket prices.
5 When the little girl suddenly ran into the road, the driver **couldn't** stop completely, but he **was able to** turn away and so he didn't hit her.
6 Last year, our team **couldn't** even win one F1 race, but we **were able to** develop a better engine last winter, and so we think we **can** do much better this year.

2

A
1 sell 2 maker 3 develop 4 build
5 production 6 worker 7 death

B
1 **Production** of Model T Fords began in 1908, and the company went on **producing** them for more then twenty years.
2 Today, Toyota is the biggest car **maker** in the world, and this huge company **makes** millions of vehicles every year.
3 In a modern car factory, machines do a lot of the **work**, but there are still thousands of **workers** to do all the things machines cannot do.
4 The world economy hit hard times recently, and car companies were not able to **sell** many of their products, but people now have a little more money and so vehicle **sales** are rising again.
5 In the old days, a lot of people **died** on the roads when cars crashed, but now cars are much safer then they were, and the number of **deaths** per million cars is lower than it was.
6 The Excel Car Company used to **build** its cars in several small factories, but now it has brought everything together in one big **building**.
7 The **development** of cleaner engines with lower emissions has become very important, and so now engineers all over the world **develop** new engine technologies as fast as they can.

3

A
1 In 1885, Benz sold cars with petrol engines.
2 By 1896, he had sold 130 cars.
3 In 1908, Ford began to build cars more cheaply.

4 By 1909, the *Silver Shadow* was able to offer quiet reliable comfort at 80 kph.
5 By 1929, Ford had sold 15 million cars.
6 By the 1990s, the problems from cars had become clear.

B
1 were able to / had put
2 had checked / got / began
3 realized / had left
4 thought / had brought
5 had raced / found / started
6 reached / had closed / could not
7 seemed / had lost / felt
8 came / had discovered
9 called / had managed
10 had made / were still able to / were

Unit 2 Lessons 5 & 6

1

A
A few days after Ellie and her cousin had met, she called him and said, 'Hi Ed, it's me.'
'Oh, hi Ellie. How are things?' he replied.
'Fine thanks. And are you a bit happier than you were when we met?' Ellie asked.
'Yes, I'm OK now,' Ed said.
'Have you applied for another test yet?' she went on.
'Yes,' he replied, 'and I'm waiting for a new date.'
'Good. Well, what about a driving lesson with me on Saturday?' Ellie suggested.
'Oh thanks!' Ed said, 'I'd love that.'

2

A
1 London 2 cousin 3 birthday party 4 Saturday 5 train 6 7.20 7 6.15 8 minute 9 Birmingham 10 an hour and a half 11 Oxford 12 11.20 at night

B
On Friday evening, I had plans for a short trip. I **wanted** to travel to (1) **London** to stay with my (2) **cousin**, who was having his (3) **birthday party** on (4) **Saturday**. I **planned** to go by (5) **train** and get there at (6) **7.20**. I **got** to the station a bit late and I **saw** a train there, ready to leave. So I **ran**, and I **was able to** get on it and leave at the right time – (7) **6.15**.

However, there was a problem. A (8) **minute** later, just after the train **had left** the station, I **realized** that I **had made** a mistake and I **had got** on the wrong train. I **had caught** the fast train to (9) **Birmingham**.

There was only one possible solution. I **could not** get off the train, so I **had to** go all the way there. Then I **had to** wait for (10) **an hour and a half** for the next fast train. After that, I **was able to** travel back through (11) **Oxford** to London, and I finally arrived at my cousin's home at (12) **11.20 at night**.

3

(Students' own answers.)

Unit 2 Language Focus

1

A
1 couldn't 2 was able to 3 can 4 can't be 5 be able to 6 should 7 won't be able to 8 must be 9 had better not 10 can

B
1 flew 2 had tried 3 had been 4 had built 5 developed 6 managed 7 had made 8 had become 9 fought 10 died

2

A

p	o	w	e	r	a	p	a	s	s	e	n	g	e	r	e	s	c	l	a
a	t	r	s	p	i	s	t	m	a	t	i	y	s	a	m	u	o	i	f
t	r	e	v	o	l	o	d	e	p	e	t	r	o	l	i	s	m	o	f
m	e	l	o	l	a	l	i	x	e	r	s	o	r	a	s	u	f	l	o
o	d	e	w	l	i	u	r	h	o	f	u	e	l	e	s	s	o	d	r
s	o	c	d	u	a	t	r	a	v	l	r	q	a	x	i	s	r	o	d
p	i	t	y	t	r	i	b	u	m	a	n	a	g	e	o	l	t	u	r
h	a	r	e	i	y	o	r	s	o	m	y	u	v	w	n	u	r	n	u
e	s	i	s	o	r	n	u	t	d	y	a	c	h	o	i	d	i	o	l
r	e	c	o	n	s	u	e	x	p	e	r	i	e	n	c	e	r	i	d
e	r	q	u	b	o	d	l	e	r	v	i	h	y	i	r	h	i	s	t
t	t	e	c	h	n	o	l	o	g	y	a	w	h	e	e	l	k	y	u
x	i	b	o	t	y	r	u	r	e	a	l	i	z	e	r	o	i	x	l
e	m	e	r	g	e	n	c	y	d	y	o	r	e	l	i	a	b	l	e

B
1 passengers 2 solution 3 realized 4 technology

3

A
1 It's 2 you're 3 don't 4 we're 5 shouldn't 6 it'll 7 we'll 8 won't 9 mustn't 10 I'd

B
1 I am 2 are not 3 I am 4 it is 5 We have 6 it has 7 can not 8 we had 9 we would 10 We will

Unit 3 Lessons 1 & 2

1

A
1 snow 2 icy 3 ice 4 temperatures 5 rain 6 rainy 7 sunny 8 sunshine 9 cloudy 10 windy 11 Wind 12 snowy

B
Yesterday, we had a lot of rain, and it was very cold and windy.

2



A

1 In South Africa, the weather was **warm and sunny** the day before yesterday. However, the weather changed yesterday. Yesterday **morning**, it was **cool and windy**. Then it became **cold and cloudy**, and there was **rain last night**.

B

1 Different parts of France have had different weather in the last few days. In the north, temperatures **have been low during the past four days**, and in the east, **it has been windy for the last three days**. In the west, **it has been cloudy since yesterday**, and in the south, **it has been warm today**.

3

Report 1:
During the past week, Hurricane Zoë (1) **has developed** out in the Atlantic, and now it (2) **has started** moving towards the Leeward Islands.

Report 2:
During the last three days, we (3) **have received** further reports on Hurricane Zoë. It (4) **has been growing** in size and, during the past few hours, it (5) **has changed** direction. It is now moving towards the Bahamas Islands.

Report 3:
Zoë (6) **has reached** the Bahamas now and, since 2 a.m., it (7) **has been hitting** the islands with wind speeds of 180 kilometres per hour. It (8) **has been raining** heavily since last night too, and half a metre of rain (9) **has fallen** in many areas.

Report 4
Hurricane Zoë (10) **has left** the Bahamas and, for the last two hours, it (11) **has been moving** west, straight towards the Florida coast near Miami. People from cities along the coast (12) **have been leaving** their homes for the last 24 hours to escape the dangers of Zoë.

Report 5
Hurricane Zoë (13) **has turned** again and, during the last three hours, it (14) **has been travelling** north, still out at sea. Wind speeds (15) **have been falling** during the past few hours too, and weather experts now believe that the US east coast is safe.

4

1 A An hour ago, it was 20 degrees, and now it's snowing!
B **It's so strange!** What's happening to our weather?

2 A Have you seen my trainers? I've been looking for them **for ages**.
B Well, you haven't been looking under the chair you're sitting on.
A Oh, wow, there they are! Thanks!

Unit 3 Lessons 3 & 4

1

A

appear	disappear
better	worse
dry	wet
fall	rise
fast/rapidly	slow(ly)
increase	decrease
less	more
start	stop

B

1 disappeared / appearing
2 start / stop
3 decrease / increases
4 rapidly / slowly

2

1 Temperatures rose steadily between March and May. They remained steady from June to August. After that, they fell slightly between September and November.

2 Precipitation decreased rapidly from March to May. It rose slightly in June and August. After that, it increased steadily during the next two months.

3 Hours of sun increased slowly between March and April. Then they rose quickly in May and June. They remained steady in July, and decreased slightly in August. After that, they fell steadily during the following two months.

3

A
1 speed 2 level 3 gas 4 warming 5 fuels
6 Celsius 7 change 8 dioxide

B
1 degrees Celsius 2 Sea levels 3 fossil fuels
4 wind speed

4

1 to continue 2 to hold down 3 polluting
4 changing 5 to make 6 to make 7 doing
8 to use 9 saving 10 driving 11 telling
12 to make

Unit 3 Lessons 5 & 6

1

'How's everything, Mum?' Lucy asked.
'Terrible! It's so hot,' she replied. 'Have you heard about the wild fires near Melbourne?'
'Yes,' Lucy said. 'I was watching them on the news. They're spreading.'

2

Paragraph 1
1 the Industrial Revolution
2 Britain
3 1750
4 factories
5 cotton
6 iron
7 coal
8 CO_2
9 pollution

Paragraph 2
10 Europe
11 America
12 CO_2
13 temperatures
14 Japan
15 China
16 CO_2
17 temperatures
18 global warming
19 climate change

The Industrial Revolution and climate change

The Industrial Revolution was a very important cause of climate change, which started in Britain in about 1750. The new industries needed many new factories to make, for example, cotton and iron. These burned coal, which produced pollution and CO_2.
In the early 19th century, industry started to spread across Europe and America. In about 1850, global CO_2 levels and temperatures started rising slowly. Since then, industry has spread to Japan and China and other places. In recent years, CO_2 levels and temperatures have been rising rapidly, and now global warming is leading to climate change.

3

A
1 human population 2 people 3 pollution
4 CO_2 5 global warming 6 climate change
7 chart 8 1750 9 population 10 billion

The rising human population and climate change
The rising human population is making climate change much worse. Many more people mean much more pollution and CO_2. This, in turn, is leading to much more global warming and climate change. The chart shows the huge rise since 1750. At the same time the global population was about a billion and was rising quite slowly.

B
The chart shows global population changes from the past to the present and into the future. (Students finish with their own work.)

Unit 3 Language Focus

1

A
1 Lucy is from Melbourne, but she has lived in London for three years.
2 She started at London University last year.
3 The wildfires have been on the British news since the day before yesterday.
4 Firefighters like David Wallace have not slept for three days.
5 People from the wildfire areas went to stay in Melbourne two days ago.

B
1 turned 2 has not changed 3 has been decreasing
4 have fallen 5 said 6 have been returning 7 gave
8 have gone 9 have been fighting 10 have flown

C
1 There is a steady rise
2 they fall steadily
3 There is a slow increase
4 it rises rapidly
5 There is a slight increase
6 it decreases steadily

D
1 to understand 2 causing 3 to send/sending
4 living 5 to have 6 to build 7 spreading
8 to escape

2

A

t	a	v	e	r	a	g	e	t	o	p	y	g	r	e	e	n	h	o	u	s	e	l	a	c	r	i	t	a
r	u	s	t	s	y	a	p	r	i	o	o	r	y	s	t	o	i	r	s	u	v	f	r	o	a	m	u	g
e	l	l	i	p	s	c	r	e	y	l	t	e	m	p	e	r	a	t	u	r	e	o	u	n	d	a	s	l
m	u	i	t	r	u	h	i	f	u	l	u	r	v	i	t	u	r	i	g	v	i	s	k	t	i	g	y	o
a	r	g	i	e	d	a	p	u	g	u	l	d	i	s	a	s	t	e	r	i	e	s	i	r	t	i	n	b
i	n	h	n	a	r	r	o	s	i	t	r	u	k	y	w	e	u	d	u	s	d	i	d	o	l	n	i	a
n	a	t	u	d	i	t	r	e	d	e	s	s	c	i	e	n	t	i	s	t	i	l	t	l	y	e	p	l

B
1 disaster
2 Scientists
3 melting

3

Hurricane Andrew hit S FL, USA, at ± 5 a.m., 24 Aug 1992 w. Top speeds of ± 320 kph (200 mph).

Unit 4 Lessons 1 & 2

1

A
1 southern
2 northern

B
1 is in north-west England
2 is in the north-east of England

2

A

someone	something	somewhere
anyone	anything	anywhere
no-one	nothing	nowhere
everyone	everything	everywhere

B
1 everyone 2 anywhere 3 everything
4 anyone 5 anything 6 somewhere

3

A
1 in 2 at 3 on 4 of 5 for 6 during
7 in 8 since

B
1 from 2 around 3 in 4 about 5 in 6 of
7 for 8 over 9 of 10 on

4

1 look round
2 Go ahead
3 get through

5

1 did they arrive?
2 did they get there?
3 did they come?
4 teams were there?
5 the race start on Friday?
6 did Mr Sherko try to call?
7 did they sleep?
8 Sophie the first to see the farm building?

Unit 4 Lessons 3 & 4

1

A
1 must 2 shouldn't 3 can 4 should

B
1 can't 2 might 3 had better not 4 had better

C
1 couldn't 2 couldn't 3 had to
4 were able

2

1 came 2 had climbed 3 got 4 was 5 had gone
6 couldn't 7 had happened 8 rode 9 had lost
10 was 11 got 12 had waited

3

1 has been building / have now reached
2 have been working / have never been
3 have also been making / have risen
4 have been developing / have appeared
5 have also been trying / have not been able to

4

Bluebird: was a slight fall in sales / have increased steadily

Highlander: increased steadily last year / was a slight increase this year

X99: fell slightly last year / increased rapidly

5

1 Chris, who loves sports cars, dreams of buying an X99. He always dreams of one that is bright red, which is his favourite colour.
2 Harry and Sally, who have two young children, think the right car for them is the Bluebird. This family car is safe and reliable, and it is also cheap to run, which is important to them.
3 Evan, who lives and works on a hill farm far from the main roads, has just bought a Highlander. Evan often has to carry farm equipment, which he can now put in the back of his new pickup.

Unit 5 Lessons 1 & 2

1

1 oil terminal
2 pipeline
3 lock
4 ship
5 reservoir
6 dam

2

1 The Three Gorges Dam, which is in China, is 2,335 metres long and it has a height of 101 metres.
2 The High Aswan dam, which is in Egypt, is 3,830 metres long and it has a height of 111 metres.
3 The Panama Canal, which connects the Pacific and Atlantic Oceans, is 218 metres wide and 18 metres deep, and it has a length of 82 kilometres.
4 The Suez Canal, which connects the Mediterranean and Red Seas, is 60 metres wide and 16 metres deep, and it has a length of 184 kilometres.

3

A
1 Old Town
2 get to Cascade Falls
3 A14 to climb up into the Black Hills
4 A15 to go past Westland Castle
5 right on the A16 to arrive at Half-Moon beach

B
1 Carry lots of water, or you will get very thirsty.
2 Take enough food for a day, or you may be hungry.
3 Wear large hats, or you will burn badly in the sun.
4 Stay on the main path, or you may fall and kill yourself.
5 Remember your camera, or you will miss some great photos.

C
1 Unless you wear good walking boots, you won't go very far or very fast!
2 Unless you eat a good, hot breakfast, you won't have enough energy for the day ahead.
3 Unless you make camp before dark, you may not find a good place.
4 Unless you cook before it gets dark, you'll have big problems preparing your food.
5 Unless you take your rubbish with you, you'll leave Dartmoor a less beautiful place.

Unit 5 Lessons 3 & 4

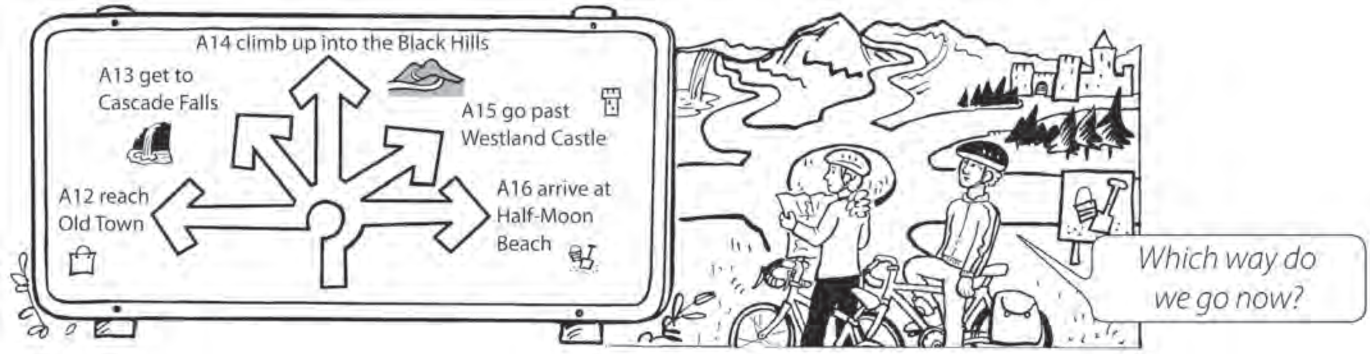
1

A

	verb	noun
1	**produce**	product
2	**construct**	construction
3	lead	**leader**
4	plan	**planner**

	verb	adjective
1	**empty**	empty
2	pollute	**pollution**
3	**help**	helpful

	noun	adjective
1	difference	**different**
2	**depth**	deep
3	**industry**	industrial
4	environment	**environmental**



B
1 constructed / construction
2 pollute / pollution
3 industrial / industries

2

Planner 1 If we had enough money, we could build an enormous dam.
Planner 2 If we were able to build the dam, it would need to be there at the narrowest point.
Planner 1 If we constructed it right there, the dam wall could be very high.
Planner 2 If we made the wall as high as that, we would create a huge reservoir lake.
Planner 1 If we had a lake like that, there might be enough water for the whole region.
Planner 2 If we had that very high dam, we could also get power for the whole region.

3

1 work 2 job 3 used to 4 use 5 come
6 go 7 bring 8 take

4

A
1
Lyn If we'd gone to Old Town, I'd have had a big glass of coke with ice. What about you?
Tim I'd have had a very large ice cream if we'd gone to Old Town.

2
Tim If we'd gone to Half Moon beach, I'd have gone swimming in the beautiful cool sea. What about you?
Lyn I'd have had a nice long rest under the trees if we'd gone to the beach.

3
Lyn If we'd gone to Cascade Falls, I'd have got as close as possible to the fountain. What about you?
Tim I'd have jumped straight into the lovely cold river if we'd gone to Cascade Falls.

Unit 5 Lessons 5 & 6

1

'We'll fall off the edge!' Tara said.
'Don't worry. That won't happen,' Dad promised, but Tara was still frightened and she said, 'I'll have to close my eyes.'
Jack turned to his sister and laughed. 'That's silly, Tara,' he said. Then he changed the subject and asked, 'Just how big is the dam?'
'I'll check the guidebook for you,' Mum offered.

2A and B

What if the Three Gorges Project had not gone ahead?
If China had stopped the project, it would have escaped several big problems. First, they would have saved the homes of 1.27 million people. Secondly, they could have kept more fertile land for farming. Finally, they would also still have had many ancient remains in that area.

However, if the country had not gone ahead with the project, it would have missed several very important benefits. First, the floods that often destroy whole towns would have continued. Secondly, they would not have been able to create 'clean' hydroelectric power for China's future. Finally, they would have had to construct lots more power stations that burn 'dirty' fossil fuel.

(For)
In my opinion, the benefits were greater than the problems. As a result, I believe the planners were right to go ahead with the Three Gorges Project.

(Against)
In my opinion, the problems were greater than the benefits. As a result, I believe the planners were wrong to go ahead with the Three Gorges Project.

3

A
If Vana and Ari had not moved to Britain, they would not have gone to Valley Road Comprehensive. And if they had not gone to Valley Road Comprehensive, they would not have joined the Twelve Tors team. If they had not joined the Twelve Tors team, they would not have had their amazing experience on Dartmoor. If they hadn't had their amazing experience on Dartmoor, they wouldn't have appeared on local and national news.

B
(Students own answers.)

Unit 5 Language Focus

1

A

1 The Angel Falls in Venezuela **is the highest** waterfall in the world, with **a height of** 979 m.
2 The Marianas Trench in the Pacific **is the deepest** point anywhere in the oceans, with **a depth of** 10,911 m.
3 The River Nile in Africa **is the longest** river in the world, with **a length of** 6,695 km – nearly the distance from Kurdistan to Japan!
4 The River Amazon in South America **is the deepest** river in the world, with **depths of** up to 124 m – and also **the widest** river in the world, with **a width of** 320 km at its mouth.

B

1 if we do not start using fuel cell technology
2 Unless we cut emissions
3 unless we can control global warming
4 If we cannot stop climate change

C

1 If we **went** ahead with our plan, we **would create** a complete new island.
2 Yes, but think! The project **would cost** far too much if you **did** that
3 But think of the good points. We **could** keep all the noise and pollution away from London if we **had** an island airport.
4 But if you **put** the airport there, it **would be** too far from London.
5 Ah, yes, but if we **built** it there, we **would also construct** a high-speed railway to the city.

D

1 If Dave hadn't woken up late, he would have got up at the right time.
2 If he had got up at the right time, he would have had time to check the water in his car.
3 If he had had time to check the water in his car, his car would not have broken down.
4 If the car had not broken down, Dave and his friend would not have missed the football match.

2

A

a	s	h	r	i	n	k	t	e	m	p	t	y	i	f	t	g	u	i	d	e	b	o	o	k	i	v	t	a	r
l	a	r	o	t	g	u	d	j	o	w	u	t	r	i	d	o	x	g	i	b	o	d	r	i	e	r	u	c	e
s	t	a	t	i	o	n	e	s	c	a	r	y	u	s	u	c	o	n	s	t	r	u	c	t	d	i	n	o	p
u	d	w	e	l	y	b	p	e	r	o	s	h	o	h	s	i	r	s	t	i	m	u	k	o	g	o	n	d	a
b	e	n	e	f	i	t	t	s	a	l	t	y	w	i	t	u	p	i	p	e	l	i	n	e	e	f	e	x	i
c	r	i	n	i	m	o	h	a	v	i	f	n	i	n	i	s	l	i	l	m	o	d	i	r	x	i	l	u	r
e	n	v	i	r	o	n	m	e	n	t	a	l	x	g	o	p	i	n	i	o	n	i	r	e	a	l	i	t	y

B

1 constructed 2 environmental 3 opinion

3

bright blue (meaning 2); **bright** sunny corner (meaning 1); **bright** student (meaning 4); **bright** smile (meaning 3); **bright** future (meaning 5)

Unit 6 Lessons 1 & 2

1

A

1 interviewing / searching
2 growing / looking after
3 Decision-making / leading
4 coordination / speed / strength / being part of a team

B

1 setting up equipment
2 we see her finding out information
3 the third picture, we see her helping her young patient

2

B

1 Advising helpfully
2 Communicating clearly
3 Organizing carefully
4 Preparing well

3

1 aren't you?
2 aren't we?
3 hasn't it?
4 have we
5 didn't we?
6 weren't you?
7 hadn't I?
8 do you?
9 can we (Amy)?
10 won't it?
11 oughtn't we?
12 couldn't we?
13 should we?
14 don't they?
15 is it?
16 won't we?

4

1 have a seat
2 First, let's have a look at
3 No problem.

Unit 6 Lessons 3 & 4

1

A
1 modern/new
2 complicated
3 harder
4 questions
5 loves
6 repairs
7 leave
8 created

B
1 broke / repaired
2 answers / questions
3 left / arrived
4 ancient / modern
5 complicated / simple

2

A
1 because
2 because of
3 Because
4 Because of

B
1 Young people need help because finding the right job is complicated.
2 The world is changing, so new jobs are appearing.
3 People work better in a job they like doing, and therefore we need to find a job we enjoy.
4 A lot of people use the Holland system since the codes are simple and useful.

3

1 woke up
2 Wake up
3 got up
4 went down
5 sat down
6 stood up
7 got on
8 got off
9 look round
10 looking forward to

4

1 fill it in
2 look them up / figure it out
3 tidy it up / to put them away
4 set it up / turn them all on

Unit 6 Lessons 5 & 6

1

Section 2: Holland Code

Letter 1: **Realistic**
software & computers
Related skills:
setting up & using computer equipment

Letter 2: **Artistic**
websites & computer games
Related skills:
inventing & designing

Letter 3: **Enterprising**
a computer club & a website
Related skills:
being part of & leading a team

Section 3: Possible career paths
Fields: 2 **website design**

2

Dara Jaf is 17 and he is in Grade 11 The school subjects he is taking include mathematics, IT, physics, chemistry, biology and English.

Dara's Holland code is R-A-E. This code comes from the following points about him. First, he likes working with software and computers. Useful related skills include setting up and using computer equipment. Secondly, he likes designing websites and computer games. Important related skills include inventing and designing things. Thirdly, he has started a computer club and a website. Useful related skills include being part of and leading a team.

We have discussed possible career paths and it seems clear that he should work in the computer software industry. He would probably do well in the field of computer games or in the field of designing websites.

3

A and B
(Students' own answers.)

Unit 6 Language Focus

1

A
1 and so
2 Because of
3 because
4 since
5 therefore
6 as
7 As a result
8 since

B
1 looking for
2 went in
3 fill in
4 picked (one) up
5 find out
6 looked (it) up
7 go ahead
8 sat down

C
1 haven't you?
2 isn't it?
3 aren't you?
4 do you?
5 can you?
6 did you?
7 training
8 working
9 being
10 checking
11 advising
12 knowing

2

1 complicated 2 strength 3 coordination
4 business 5 biology 6 maintain 7 related
8 public 9 budget 10 career 11 software
12 plant 13 advisor 14 field 15 disabled
16 personal details

3

Collecting information	Preparing to travel	Transport & travel	Things to travel with	Communicating about travel
find out	decide dates	travel by air / road / rail	tickets	buy /write /send postcards
check websites	**buy tickets**	**take off / land**	**guidebook**	**phone home**
look up	**get ready**	**leave / arrive**	**map**	**make videos**
flight number / time	**say goodbye**	**travel by bike / bus / car / rail / plane**	**money**	**take photos / photographs**
search on the internet	**pack bags / clothes / things**		**camera**	**write /send letters**
				make phone calls

Unit 7 Lessons 1 & 2

1

cartoon documentary cookery travel
the news music discussion game TV drama
sports film / movie

2

1 brings / Active
2 is filmed / Passive
3 looks / Active
4 is brought / Passive
5 discovers / Active
6 is broadcast / Passive
7 is made / Passive
8 continues / Active
9 tells / Active
10 asks / Active
11 is based / Passive
12 is set / Passive

3

1 The documentary *Wonderful Wildlife* was shown on Channel 4 at 6.30 yesterday evening.
2 The *Big Match* was shown on Channel 4 at 9.00 yesterday.
3 *Journey to the Lost Lands* was broadcast on Channel 5 at 9.00 last night.

4

1 The lions were followed for several weeks.
2 The best goal of a great match was kicked by Jason Cole.
3 A great pyramid of stone was built.
4 Three hotels in different resorts were tried by Julie Carr.
5 A fire engine was called by Mr and Mrs Beeton.
6 Last year records levels of CO_2 pollution were created by us.
7 The coast of Indonesia was flooded by a violent storm earlier today.
8 Meat under banana leaves was cooked for several hours.

5

1 So
2 I certainly do!
3 right here

Unit 7 Lessons 3 & 4

1

1 After lots of ideas have been considered, the best ones are chosen.
2 After a final choice has been made, a budget is agreed on.
3 After the actors have been chosen, the filming is done.
4 After the film has been edited, the music is added.
5 After it has been shown in cinemas, it is sold on DVD.

2

A
1 impossible
2 impossibly

B
1 possible
2 impossible
3 impossibly
4 possibly

C

adjective	opposite	adverb	opposite
sure	**unsure**	**surely**	**unsurely**
happy	**unhappy**	**happily**	**unhappily**
healthy	**unhealthy**	**healthily**	**unhealthily**

D
1 happy
2 unhappy
3 unhealthily
4 healthy

3

1 The 1st series of *Wonderful Wildlife* had been watched by a huge audience, and so a new one was needed.
2 The 1st series programme about lions in Kenya had been loved by everyone, and so the subject of Kenya's lions was chosen by Channel 4.
3 The first series had been presented very well by the scientist Amy Acland, and so she was asked to do the 2nd series, too.
4 A series like this had not been made before, and so a lot of time was spent on careful planning.
5 The best equipment had been given by Channel 4's Head of Programmes, and so an amazing new series was produced.

4

1 A lot of CGI special effects can be used, but only a small amount of the film can be shot here in our studios. Instead some amazing locations will have to be found. For example, a location with high, snowy mountains and deep valleys will be needed, and some scenes must shot deep in a forest, too.
2 As a result, locations in different parts of the world may be needed. For example, some scenes might be shot in the forests of South America. Something could be done in the Andes Mountains, too.
3 Because of this, the new film's very high costs will have to be accepted and a big budget increase will be needed.

Unit 7 Lessons 5 & 6

1

A

Jobs to do	Job nunber	Who by	When
Clean the whole place.	**2**	**Action Group**	**in November**
Ask local shops and others for help.	**6**	**Action Group**	**during February and March**
Have to take away the rubbish.	**1**	**the Council**	**in October**
Have to construct some walls inside.	**4**	**the Council**	**in January**
Buy tables, chairs and equipment.	**7**	**Action Group**	**since February**
Will hold a party to open the centre.	**8**	**Action Group**	**on 1st May**
Have to repair the doors and windows.	**3**	**the Council**	**in December**
Paint all the rooms.	**5**	**Action Group**	**in February**

2

A
1 have been worried
2 has been left
3 been told
4 is owned
5 should not be kept
6 ought to be done
7 has been needed
8 could be turned into

B
First, in October, the rubbish had to be taken away by the Council.
Then, in November, the whole place was cleaned by the Action Group.
After that, in December, the doors and windows had to be repaired by the Council.
Then, in January, some walls inside had to be constructed by the Council.
Next, in February, all the rooms were painted by the Action Group.
Since early February, local shops and others have been asked for help by the Action Group.
During the last two months, tables, chairs and equipment have been bought by the Action Group.
Then finally, on Saturday, 1st May at 300 p.m., a party to open the Centre will be held by the Action Group.

3

A and B
(Students own answers.)

Unit 7 Language Focus

1

A
1 is set 2 are introduced 3 listen
4 learn 5 are advised 6 will mean

B
Mrs B Listen, we have just been told to go by the radio report.
Mr B I was not pushed out of my home by the great storm of 1992.
Ben We are needed here by the animals
Sue We will be hit by a monster hurricane at 4.00 a.m.!
Mrs B The animals will have to be put under cover.
Ben They can't be left like that!

2

1 shoot
2 actors
3 take (them) away
4 episode
5 series
6 audience
7 monsters
8 shot
9 special effects
10 imagery
11 demand
12 movie
13 cartoons
14 frightening
15 camera man
16 attack
17 How did they do that?

3

A and B

actor /'æktə/	**car**toon /'kɑːtuːn/	b**a**se /beɪs/	**a**ttack /ə'tæk/
cameraman	artificial	information	afford
examiner	drama	related	disappear
programme	last	play	organizer

C and D

st**ea**dy /'stedi/	dr**ea**m /driːm/	n**ear** /nɪə/
pleasant	meal	appear
ready	reach	year
spread	seabed	

Unit 8 Lessons 1 & 2

1

A

f	q	a	m	a	z	e	d	u	o	h	e	w	m	g	j	l	s	a	w
r	s	j	o	p	m	n	d	d	i	s	a	p	p	o	i	n	t	e	d
i	c	z	e	v	n	d	w	e	a	x	p	k	n	t	w	g	a	h	e
g	x	s	u	r	p	r	i	s	e	d	l	g	d	b	o	t	n	b	x
h	f	q	g	b	x	a	w	d	l	p	e	c	u	a	r	m	n	c	c
t	h	w	p	u	z	z	l	e	d	f	a	q	p	s	r	s	o	n	i
e	j	u	f	w	m	y	n	a	e	c	s	e	s	r	i	z	y	z	t
n	i	n	t	e	r	e	s	t	e	d	e	y	e	t	e	c	e	e	e
e	g	v	u	z	a	d	m	o	b	y	d	k	t	i	d	x	d	d	d
d	i	e	m	b	a	r	r	a	s	s	e	d	p	b	o	r	e	d	o

B
1 embarrassed
2 excited
3 disappointed
4 frightened
5 puzzled
6 annoyed

2

1 Shahla said that she would be very pleased if she got into university. Layla replied that she would, too, but that she might also feel a bit frightened.
2 Haval said that he was going to visit New York soon, and that he was really looking forward to it. Chinar answered that he had visited New York with his family last year and they had had a great time.
3 Tara said that she had always liked science, and so she wanted to do extra science next year if she could. Her teacher said that was fine, but if she did that, she would have to spend less time on other subjects.

3

A
1 Dad wanted me to get a steady job at a bank and work there until I got married.
2 Mum asked me to stay at home to help her look after the little ones.
3 My teacher told me I had to go to university and get the best education I possibly could.
4 My uncle invited me to work for his construction company and learn about business.
5 My best friend advised me to work, save some money, and travel and see the world while I could.

B
(Students own answers.)

4

1 I'm not sure.
2 I can't get started

Unit 8 Lesson 3 & 4

1

A
1 wife
2 parents
3 grandchildren
4 sister
5 cousins

B
1 mother / grandmother
2 parents / grandparents
3 daughter / son
4 uncle / aunt
5 granddaughters / grandson
6 husband / brother
7 sister / cousins

2

1 First, she asked me if the journey from here to Persia was very long.
2 Then she asked me if I had expected to spend so many years so far from home.
3 And she wanted to know how much I could remember about my home in Italy.
4 She thought about herself then and wondered if she would often feel sad to be so far from home.
5 She asked herself sadly if she really had to leave everyone here to marry the King of Persia.
6 Then she looked at me and wanted to know if I felt sad to see her go.
7 Next, she asked me if my father, my uncle and I had ever talked about going home.
8 Finally, she demanded to know if the three of us would think about travelling with her as far as Persia.

3

1 At first, the Emperor just looked at me sadly, and he asked why I wanted to leave beautiful Cathay.
2 Then he went on to ask how I could leave him, my best friend.
3 And he wanted to know how long we had known each other.
4 He asked how old I was when I first arrived from Italy.
5 He wondered why his daughter wanted to take me away.
6 And he asked a little angrily why he had to let me go.
7 Then he wanted to know where his daughter and I would leave each other.
8 Finally, he asked when I would return to Cathay.

Unit 8 Lessons 5 & 6

1

'I'm very pleased to meet you, Signor Polo,' Rusticello said.

'I'm pleased to meet you too, Rusticello,' Marco replied.

'I'm sorry that we're meeting here as prisoners, and not as free men in Venice,' he added.

'What do you do when you're at home Rusticello?' he asked.

'I'm a writer and I write stories,' Rusticello told Marco.

'I'm a merchant,' Marco said.

2

A
1 faces 2 rain 3 things 4 grace
5 behaves 6 go

B
1 places 2 faces 3 plain 4 rain 5 springs
6 things 7 space 8 grace 9 caves 10 behaves
11 know 12 go

C
1 scheme 2 full 3 half 4 lines 5 pair
6 four 7 line 8 end 9 rhymes 10 behaves

3

While we were talking, I said that I might write something to fill the empty days. Then he asked what I was going to write about, and I asked him if he had ever thought of writing about his travels. Signor Polo replied that he had considered it when he first returned to Venice, but he said that life had been too busy. After that, I asked Signor Polo if he thought we could do something together. He asked me what I meant, so I suggested that Signor Polo could tell me his stories and I could write them down. Signor Polo said he thought that was a really exciting idea and I told him that we might be able to produce a really exciting book.

4

(Students own answers.)

Unit 8 Language Focus Unit 8

1 (Sample answer)

First of all, the King ordered him to tell him his name. The man replied that he was called Christopher Columbus and that he was a sailor from the Italian city of Genoa. Then the Queen asked him why he was there and what he wanted from them. Columbus answered that he wanted to make them and their country rich. The Queen was excited and asked him if he meant that. Then the King invited him to tell them more.

Columbus held up a book he had, and said that long before their time, Marco Polo had written about the richest land in the world, Cathay. He went on to say that he could them bring the gold, silk and the precious stones of Cathay. The Queen asked him how he could do that, because they were not friends with the Muslims, who would not allow Christians to follow Marco Polo's route east across Asia. Then Columbus held up a map and said that he and his men would follow a different route, west around the world. Then he asked them to please give him some ships, and promised to sail across the ocean and find Cathay for them, and make all of them rich!

2

1 embarrassing 2 annoying 3 beauty 4 reminded 5 reacted 6 puzzled 7 scientific 8 keen 9 rough 10 discoveries 11 interests 12 allow 13 nervous 14 encyclopaedia 15 an amazing story

3

1 bored / boring
2 interesting / interested
3 disappointed / disappointing
4 frightened / frightening
5 worrying / worried

Unit 9 A Lessons 1 & 2

1

A

	noun	adjective
Text B	tradition	**traditional**

	noun	adjective
Text D	**height**	high

B

	noun	adjective
1	**length**	long
2	pollution	**polluted**
3	**business**	busy

	verb	noun
4	irrigate	**irrigation**
5	plan	**planner**
6	mix	**mixture**

	verb	adjective
7	help	**helpful**
8	use	**useful**
9	close	**closed**

C
1 traditional / traditions
2 irrigate / irrigation
3 helpful / helped
4 use / useful

2

1 take over / take it over
2 look up / look it up
3 write down / write them down
4 set up / set it up
5 turn on / turn it on

3

1 The festival starts at 12.00, doesn't it? Yes, it does.
2 Yes, so we'd better leave home quite early, hadn't we? Yes, we had.
3 The weather's going to be cold but sunny, isn't it? Yes, it is.
4 We won't have to buy tickets, will we? Yes, we will.
5 You can't see the band very well from there, can you? No, you can't.
6 You haven't had baklava before, have you? No, I haven't.
7 Poor Jamie! He didn't enjoy the match in Manchester much, did he? No, he didn't.

4

1 helping young people to find the right career path
2 interviewing students before they leave school

3 getting to know students in order to understand their skills and interests
4 using the phone a lot for finding out about opportunities

5

1 If I had gone to Manchester with Jamie, I would not have had a very nice day.
2 If I had spent the day in Manchester, I would have missed a wonderful day in London.
3 If Jamie had not travelled to Manchester, he would have had a fantastic day in London, too.
4 If the Sherkos had not invited me, I would have missed lots of interesting Kurdish culture.
5 If Vana hadn't been with me, I would not have tried baklava and that would have been sad!
6 If Jamie had gone with us, he would have enjoyed the Kurdish music and dancing.
7 If I hadn't taken my camera, I wouldn't have been able to take these great photos.

Unit 9B Lessons 1 & 2

1

A
1 said 2 told 3 finished 4 stopped

B
1 floor 2 ground 3 tall 4 high 5 realized
6 recognized 7 precious 8 expensive

2

A
1 receive 2 at the start 3 leave 4 unusual
5 tell 6 future

B
1 impossible 2 at last 3 similarly 4 special
5 dangerous 6 remember

C
1 sent / receive
2 left / arrived
3 safe / dangerous
4 Remember / forgot
5 impossible / possible
6 at the start / at the end
7 past / future

3

Then team members were asked for their comments on the year last week. Two days ago, the coach was interviewed and yesterday morning a complete list of match results was made. The report was written last night and it will be shown to the captain and the coach just today. The best team photos will also just be chosen today and some changes will have to be made to the report tonight. The report and photo can be emailed to you tomorrow morning.

4

I asked Mrs Lee if she was happy with this year's result. She replied that she was very happy with it. She added that this had been the best year for Valley Road volleyball that she could remember. I wondered how Mrs Lee felt when the team won the championship. Mrs Lee said that she'd felt fantastic and she still felt fantastic every time she thought about it. I wanted to know what she thought next year's team would be like. Mrs Lee answered that they had had to say goodbye to some great players as they were leaving the school, but they were also going to have some great new players. She went on to say that if they tried really hard again, she was sure they could win the championship next year, too.

Great Expectations by Charles Dickens

Why include a Literary Reader in *Sunrise 11*?

The Literary Readers in Grades 10–12 are an important part of the English curriculum requirements. As such, they also contribute significantly to the student's annual and final school exam results. It is therefore very important that these materials receive the full attention of the teacher and the students.

These Literary Readers are an important part of the curriculum for strong educational reasons. They are intended to promote students' extensive reading skills and to encourage reading for pleasure. In a digital age where television, computers, video games and the internet compete for students' attention, it is important to try to build a habit of extensive, independent reading. There are many reasons for this. Independent reading is a tried and tested way of bringing pleasure to individuals in different cultures and of different ages. Potentially this reading can lead to the intellectual and moral development of individuals and thus benefits wider society. Additionally, extensive reading in English increases the amount of time students spend experiencing and processing the language so that learning and consolidation can take place subconsciously. Students potentially gain a sense of ownership, independence and maturity as they develop good study habits at a time, place and pace of their own choosing.

How to use the Literary Reader in *Sunrise 11*

As with role plays, the episodes of the Literary Reader are materials that can be used alongside or after completing teaching units, or at any time later as the year progresses, to consolidate language and grammar structures. They can also be used as a way of giving additional practice to help students increase their reading skills. There are different ways to exploit the Literary Reader. You can:

- Set an episode for **independent reading** by asking students to read it at home **at the beginning of** a unit in the Student's Book and talk about the episode with the class when you complete the unit.
- Occasionally read out part or all of an episode **in-class** to the students as they read along.
- Tell students to keep a reading diary in which they note what happened to the characters in the story during each episode.
- After students have read an episode at home or in class, you can lead on from this initial discussion into the relevant Activity Book tasks. Students can complete these during the lesson or for homework.
- Ask students, as they read more episodes, to look at the notes on previous episodes in their reading diary, to revise and recall what has happened in the story to that point.

What components are available for the Literary Reader in *Sunrise 11*?

Great Expectations (by Charles Dickens), the Literary Reader in *Sunrise 11*, is longer than the Literary Reader in *Sunrise 10*, and thus the story is collected together in one place rather than appearing in separate episodes at the end of each Student's Book unit. The Literary Reader in *Sunrise 11* contains the following components:

The Introduction to the Literary Reader (Student's Book page 75): This page describes the main characters in *Great Expectations* and gives information about the writer, Charles Dickens.

The Episodes of *Great Expectations* (Student's Book pp76–110)**:** There are 10 episodes in the story of *Great Expectations* in *Sunrise 11.*

Key words (Student's Book pp108–110)**:** The Key words section contains an alphabetical episode by episode word list, which explains the meaning and gives additional information about the key words in each episode.

Literary Reader *Great Expectations – by Charles Dickens* (Activity Book pp66–79). This section contains comprehension and summary tasks, which help students to focus their reading in order to summarize what is happening in the story.

Teacher's Book Notes about the Literary Reader *Great Expectations – by Charles Dickens* (Teacher's Book pp125–129)

Teacher's Book Answer Key to Activity Book tasks (Teacher's Book pp130–146)

An overview of the episodes of Great Expectations in *Sunrise 11*

Introduction to the Literary Reader: Before students start using the Literary Reader, refer them to the notes on Student's Book page 75. Introduce Charles Dickens to them and ask questions to check understanding. You can also ask them to find out more about Charles Dickens on the internet and report back to the class.

Episode 1 *In the graveyard*: The hero, Pip (Phillip Pirrip), is startled by an escaped convict who threatens to kill him as Pip visits the graves of his dead parents. The convict makes Pip steal food for him from the house where he lives with his sister and her blacksmith husband, Joe Gargery.

Episode 2 *Christmas Day*: Pip sits down to eat Christmas dinner, knowing he has taken a special pie to give to the escaped convict. He waits for the theft to be noticed. Before it is, a group of soldiers knocks on the door and asks for help from Joe, the blacksmith. Joe and Pip accompany them as they capture the convict. The convict apologizes to Joe for stealing the pie, and so Pip feels relieved.

Episode 3 *An unexpected invitation*: Several years later, Pip learns more about Joe's life with his wife, Mrs Joe, and how they decided to look after Pip when his parents died. Pip then receives an invitation from Miss Havisham, a strange old woman, to play with Estella, a girl who lives with her. Pip does not enjoy his visit. Estella makes fun of him and makes him feel stupid and uneducated.

Episode 4 *At Miss Havisham's*: Pip returns to Miss Havisham's house six days later, where he sees a room decorated for Miss Havisham's wedding party. During the coming years, Pip goes to Miss Havisham and Estella a number of times. Miss Havisham gives him money so Pip can learn to be a blacksmith. Then Estella goes away to France. Later, while Pip is visiting Miss Havisham, a stranger attacks Mrs Joe, who is badly injured.

Episode 5 *Great Expectations*: Biddy, a village girl, comes to help look after Pip and Joe Gargery. Pip likes Biddy but always thinks about Estella. Pip has become Joe's apprentice, and four years later a man visits the village to talk to Pip and Joe. The man, Mr Jaggers, is a lawyer and tells Pip that his client will educate him and make him rich. Pip goes to London to live with a teacher, Mr Pocket. Pip does not know who or why that person is helping him. He now has great expectations for his life.

Episode 6 *Following a new path*: Pip arrives in London and meets Jaggers and Mr Pocket. He recognises Mr Pocket's son Herbert as the boy he fought with at Miss Havisham's house. Herbert tells Pip that Miss Havisham is his father's cousin, and that Estella is not related to her. She is adopted. Pip learns how Miss Havisham's fiancé left her on the morning of her wedding. Pip starts his education with Mr Pocket and he meets an unpleasant man, Bentley Drummle. Later, Joe comes with an invitation to visit Miss Havisham and Estella.

Episode 7: *Hope and sadness*: Pip arrives at Miss Havisham's house. He meets Estella who has grown into a beautiful woman. He is in love with her. Estella, however, does not love him. Back in London, Pip meets Herbert who is also in love. Meanwhile Pip gets a letter from Estella saying Miss Havisham would like Pip to meet Estella. Pip is very excited but when they meet, Estella is cold and proud. At the age of twenty-one, Pip is rich but he is sad because Estella does not love him.

Episode 8 *Abel Magwitch*: Two years later, Pip is still in London when he receives a visit from an old man with long grey hair, who is the prisoner Pip met in the graveyard many years before. The man is called Magwitch. He has been in Australia, where he has become rich from farming. He has come back to England but cannot stay there. Magwitch has been secretly helping Pip and giving him money, so Pip agrees to help him to escape to France or Germany.

Episode 9 *Secrets from the past*: Pip visits Miss Havisham and Estella for the last time, and he asks Miss Havisham to help Herbert with his business. At the meeting, Estella tells him that she is to be married to Bentley Drummle. Pip is upset by Estella's news. Several weeks later, he hears that Miss Havisham has died. Back in London, Pip learns that Magwitch is Estella's father, and Pip tells Magwitch, as he is dying, that he loves Estella.

Episode 10: *Times of change*: After Magwitch's death, the court takes his money and Pip is left with debts. Pip becomes very ill and Joe Gargary looks after him. When Pip recovers, he feels guilty because he has not been to see Joe. Joe forgives Pip and pays his debts, and Joe learns that Joe and Biddy are married. Pip goes to Egypt and works for Herbert in his company. He stays for eleven years and comes back a rich man. When he returns to the village where he grew up, he finds out that Estella's husband, Bentley Drummle, has died. When visiting Miss Havisham's old house, he meets Estella again. She has changed a lot and they both decide they want to get married.

LITERARY READER ANSWER KEY

Episode 1

A

1 Pip: Philip Pirrip / about seven years old
Pip's mother and father: both dead / in the graveyard
Joe Gargery: Blacksmith: a big, fair-haired man with kind, blue eyes / He protected Pip (when he could)/protective
Mrs Joe: Wife of Joe Gargery / 27 years old / She is Pip's sister. / A tall, thin woman with a hard face and black eyes / Cruel / she often hits Pip / she hits him until he cries / she hits him and pulls his ears and shouts at him
The 1st prisoner: very dirty / old, grey clothes and broken shoes / the Hulks / the prison ships
The 2nd prisoner: He had a different face / the Hulks / the prison ships

2 Time of year: winter / just before Christmas
The weather on the first day: cold and grey / next morning: foggy / thick white fog
Episode 1 starts: in the graveyard
Where it continues: back home at Pip's house in the kitchen
Where it finishes: at the (Old) Fort

3

A 1 some bread 2 a piece of cheese 3 a large bone with some meat on it 4 a beautiful, round meat pie / a special pie for them to eat on Christmas Day 5 a file

B
1 He was in the graveyard, feeling sad about his mother and father.
2 He heard a someone shout, "Quiet! Keep still or I'll kill you," and then someone held him by the neck.
3 To frighten Pip and to make Pip do what he wanted him to.
4 Because Joe was kind to him/protected him from Mrs Joe.
5 Because he was afraid.
6 He thought the second prisoner was the first prisoner (and then the young man).
7 To cut through the iron on his leg.

C

The next morning

That morning, Pip got up very early and went downstairs to the kitchen. He walked quietly and carefully so that no-one would hear him. In the kitchen, he found some bread, a piece of cheese, a large bone with some meat on it and a beautiful, round meat pie. Next, he went to the forge to get a file. He opened the door carefully and ran towards the Old Fort. Because of his fear, he almost lost his way.

Episode 2

A 1 e 2 c 3 a 4 g 5 d 6 b 7 f

B 8 l 9 h 10 k 11 n 12 j 13 i 14 m

D

Pip's moment of horror

After everyone had finished dinner, Pip's sister left the table to get the meat pie. Then Pip ran to the front door. As he got there, his sister shouted, "Where has the meat pie gone?" When he opened the door to escape, he saw a group of soldiers just outside. The sergeant was holding a pair of handcuffs. He put his hand on Pip's shoulder. The soldiers went with Pip back into the kitchen. At that moment, Pip was very upset – everything had gone terribly wrong.

Episode 3

A
1 Pip found out that Joe could not write, and that **was not able to** read well either because his father had **not** sent him to school.
2 Joe had married Pip's sister **after** Pip's parents had died, and he had told **her** to bring Pip to live at his house too.
3 Mrs Joe and **Uncle** Pumblechook arrived home from **town** and talked about **Miss** Havisham who lived there and wanted Pip to go and **play** at her house.
4 The next **morning**, the beautiful girl who opened the front door **refused to** let Uncle Pumblechook go in, and then she took Pip through the dark house and **upstairs** to Miss Havisham's room.
5 Pip looked around and noticed some jewels and a watch on the table next to **her**, and then, when she told him to look at her she said **her heart was broken and she was so tired**.
6 When Pip started playing cards with **Estella**, she talked rudely about his rough hands and his **heavy** boots.
7 Later, Estella took him to the **garden**, she put **bread, meat and a drink on the ground**, and then she went away and left him.
8 Pip cried a lot and kicked the **wall**, and when Estella came back **what seemed like ages** later, she laughed at him for crying, and she pushed him out into the **icy** street.

B

The day Pip first went to Miss Havisham's house

Before Pip's first visit to Miss Havisham, his sister washed and brushed him until it hurt and then dressed him in his best clothes. Pip and Uncle Pumblechook went to Miss Havisham's house the next morning. The house was big and dark. The girl who answered the door was beautiful and Pip

decided she must be about his age. The girl went with him, through the dark house and upstairs to a door. 'Go in, boy,' she said to him. When he went into the room, Pip saw a very strange woman. She was wearing a long, white wedding dress and one white shoe. Pip noticed that she was very old and very thin.

Episode 4

A 1 Miss Havisham's 2 man 3 table
4 wedding cake 5 cards 6 Estella 7 fight
8 kiss 9 kind 10 unhappy 11 blacksmith
12 educated 13 help 14 apprentice 15 money

B a Joe b Estella c Joe d Miss Havisham
e Pip

C 1 Estella thought b when she went to France to learn to be a lady.
2 Pip thought e when he realised he had to see Estella again.
3 Miss Havisham thought d when Pip went to the house to see Estella.
4 Joe said c when Pip came home and found the house full of people.

D **Pip's return to Miss Havisham's**
Pip wanted to go back to Miss Havisham's house to see Estella again. To let him do this, Joe closed the forge for a day. To explain his surprise visit, Pip told Miss Havisham that he had come to thank her again for the money and to tell her he was doing well as an apprentice. Then Miss Havisham invited him to come to see her every year on his birthday. She also guessed that Pip had hoped to see Estella. Estella was not there because she was in France. Miss Havisham told him Estella was learning to be a lady. Then she gave Pip a hard look and laughed, which made Pip feel upset. On the way home, there was a cold, icy wind and Pip felt sad.

Episode 5

A 1 Kind; Pip liked her.
2 He should forget Estella; because she didn't like him as he was.
3 Fall in love with Biddy; because he could only think of Estella.
4 He could become a gentleman; Estella might love him.
5 A lawyer called Jaggers; Pip had seen him many years before at Miss Havisham's house.
6 Jaggers wanted to talk to them alone.
7 To keep the name Pip; not to try to find out the name of the person who was going to make him rich.
8 To buy smart new clothes; to go to London and live with a private teacher called Mr Matthew Pocket.
9 Very sad to lose Pip; no.
10 He was ashamed of Biddy and Joe; at first he was proud but then he was terribly sad that he was starting his new life all alone.

B **The start of Pip's new life**
Pip had been Joe's apprentice for about four years when they went to the village inn together one evening. They were talking with friends near the fire when Pip noticed a man he had last seen many years before. The man was tall, with dark skin and heavy eyebrows. He was watching them. He said he wanted to talk to Joe and Pip alone for a little while. He wanted to go to Joe's house to talk to them. After he had introduced himself, his message was that Pip had great expectations. When Pip understood the plans for his future, he believed his secret helper was Miss Havisham.

Episode 6

A 1 London 2 Mr Jaggers' office 3 Barnard's Inn
4 (Mr) Herbert Pocket 5 (Mr) Matthew Pocket
6 Bentley Drummle 7 Molly

B 1 Pip **never** visited and **never** wrote to Joe and Biddy in the weeks after the start of his new life in London.
2 When Joe visited Pip in London, he was wearing his **best** clothes and he was very **uncomfortable**.
3 Joe did **not** agree to stay for dinner, and he then told Pip that Miss Havisham and Estella wanted **him (Pip)** to visit **them**.
4 Pip felt sure that Miss Havisham wanted him to marry **Estella** and he decided to **visit** her and Estella the next day.

C **The start of Pip's new life in London**
After Pip had arrived, he went to Mr Jaggers' office. Jaggers gave him some money to spend and then sent him to stay with Mr Herbert Pocket at Barnard's Inn. Pip's new home was small, old and looked empty. A few minutes after Pip had got there, a young man appeared on the stairs. He and Pip soon realised they had met at Miss Havisham's house many years before. When they remembered the fight they had had at that time, they both laughed. While they were having dinner together, they talked about Estella. Herbert told Pip that Estella was adopted (and that she was a horrible young woman who had been taught by Miss Havisham to hate men).

Episode 7

A 1 c 2 f 3 e 4 a 5 g 6 d 7 b

B 8 k 9 n 10 h 11 j 12 l 13 i 14 m

D **Estella's feelings for Pip**
In Episode 7, Estella warned Pip twice not to fall in love with her. When she first gave him this warning, Pip was leaving Miss Havisham's. At that time, she

said that she had no love in her heart and she never would.

When she again gave him this warning, they were both at a dance in London. At that time, she said that she lied to all the men around her except for Pip, and that Miss Havisham had taught her to be proud and cold.

So we know from this second situation that Estella did not care for other men because she didn't mind about lying to them, but that she really cared about Pip because she did not want to lie to him. She still did not want Pip to fall in love with her because it would make him unhappy.

Episode 8

A 1 friend 2 France 3 man 4 prisoner
5 farmer 6 rich 7 gentleman 8 caught
9 Herbert's 10 money 11 Estella
12 Miss Havisham 13 Joe/Biddy 14 Biddy/Joe
15 Abel Magwitch 16 Australia 17 hair
18 clothes 19 France 20 Germany
21 danger 22 Compeyson 23 boat
24 (river) Thames 25 Europe

B **How Pip's feelings changed.**

Paragraph 1: Pip first saw Magwitch again on the stairs on a wet and windy evening when he was 23. Pip started to feel surprised and nervous because Magwitch was smiling and reaching out to him and he didn't know who he was. When he realised that Magwitch was the prisoner he had helped years before, he was suddenly unable to speak.

Paragraph 2: Pip showed that he did not want his life to connect with Magwitch's when he said that there was no need for Magwitch to thank him; that it had all been a long time ago and that their lives were now very different. Magwitch showed that their lives were very connected when he said that Pip was getting £500 a year from a lawyer named Jaggers. When Pip understood that Magwitch had given him everything he had, he was very upset.

Episode 9

A 1 e 2 a 3 g 4 c 5 f 6 b 7 d

B 8 m 9 j 10 h 11 l 12 n 13 k 14 i

D **The end of two lives**

Paragraph 1: When Pip visited Miss Havisham for the last time, she agreed to help Herbert with money. She then said sorry to Pip for making him so unhappy. She finally understood the terrible damage she had done to Estella by making her a cold person. Then Miss Havisham's dress caught fire. She was very badly hurt and several weeks later she died.

Paragraph 2: Magwitch and Compeyson finally met and fought in a boat in the river. Compeyson was lost in the water and never found, and Magwitch was hit by the paddles of the big ship. He was not hanged after his trial because he was so badly hurt. Before he died Pip was able to tell him that the daughter he had loved and lost was alive and was a beautiful lady, and that he (Pip) was in love with her. Then Magwitch kissed Pip's hands, smiled and closed his eyes for ever.

Episode 10

A
1 Because the court took all Magwitch's money.
2 Joe came to take care of him when he was ill.
3 As Pip got better, Joe became more uncomfortable and more embarrassed and then he suddenly left.
4 When Pip was well again, he wanted to go back to the village, to stay with Joe and after that he wanted to ask Biddy to marry him.
5 When he got to the village, he saw Biddy and Joe. They had just got married.
6 Pip promised Joe that he would pay back his debt and he asked Joe and Biddy to forgive him for the way he had been.
7 Pip next went to Egypt for 11 years and while he was there he managed to make enough money to send Joe's money back to him.
8 When he returned to England, he went to the forge and found Joe sitting there with a little boy.
9 Biddy asked him if he was still disappointed about Estella.
10 Pip knew that Estella had been unhappy and that Bentley Drummle was dead.
11 When Pip went to see Miss Havisham's house, it had gone but he found Estella there. She seemed warmer to him.
12 They had often thought of each other in the past, and Pip knew that they would not leave each other again in the future.

B **Happy endings**

Paragraph 1: After all that had happened, Pip now hoped to marry Biddy. But instead, Biddy married Joe. After eleven years of hard work in Egypt, Pip returned to the village forge and met Biddy and Joe's little boy, little Pip. Biddy told him he should get married and have children of his own.

Paragraph 2: During this visit home, he decided to visit Miss Havisham's house one last time. But when he got there, the house was gone. All that remained was the garden, which was rough and untidy. There, he met Estella and the story finally ended with them leaving the garden together, holding hands and full of hope for the future.

UNIT 1

Lesson 1: Prepositions

ئێستا تۆ زۆربەی ئامرازە پەیوەندیە گرنگەکان دەزانیت.

ئامرازە پەیوەندیەکانی شوێن:

***Below** us, there's a river **in** a deep valley.*

***Ahead** of us, there are plains **beyond** the mountains.*

Also: *above, ahead of, around, at, behind, beside, between, beyond, by, in front of, near, next to, on, opposite, over, under*

ئامرازە پەیوەندیەکانی جووڵە:

*We're flying **over** a mountain, **towards** a lake.*

*We've flown **from** the Alps, all **across** Europe **to** Britain.*

Also: *across, along, down, from, into, out of, past, round, through, to, under, up*

هەندێك لەو ئامرازە پەیوەندیانە وەك ئامرازی شوێن و هەروەها جووڵەش بەکاردێن، بۆ نمونە:

Place: *The bridge stands **over** the river.*
*They live **up** the valley.*

Movement: *Let's go **over** the bridge.*
*We have to get **up** the mountain fast.*

ئامرازە پەیوەندیەکانی کات:

at (6.00 / night / the weekend), during (the day / April / (the) spring / the year), in (the evening / May / 2010), on (Monday)
*I reached the village **at** 8.00 **in** the evening **on** Friday 16th May **in** the year 1892.*

هەندێك ئامرازی پەیوەندی دیکەی گرنگ:

after, before, by, for, with, without

Lesson 2: Relative clauses with *who, which* or *that*

- نیمچە رستەی پەیوەندی زانیاری گرنگی نویٚ زیاد دەکات بۆ نیمچە رستەی سەرەکی. مانای نیمچە رستەی سەرەکی <u>تەواو نابێت</u> بەبێ ئەو.

نیمچە رستەی یەکەم	**زانیاری نوێ**
***The people** speak Arabic.*	***They** live in the south.*
*There are **parts of Iraq**.*	***They** are deserts.*

نیمچە رستەکان بەیەکەوە دەبەستینەوە بە *who* (یان *that*) بۆ خەڵك، و *which* (یان *that*) بۆ شت و ئاژەڵ.

***The people who (that)** live in the south speak Arabic.*

*There are **parts of Iraq which (that)** are deserts.*

More examples

The people speak English. They live in Britain.
> The people who live in Britain speak English.
There are parts of Britain. They are full of mountains.
> There are parts of Britain which are full of mountains.

Lesson 3: Relative clauses without *who, which* or *that*

دەتوانین هەندێك نیمچە رستەی پەیوەندی لە رستەدا لاببەین، بەڵام هەموویان نا.

<u>ناتوانین</u> ئەو نیمچە رستەی پەیوەندیە لاببەین کە جێناوی لێکدەر (*Relative Pronoun*) بووبێتە <u>بکەر</u> لە نیمچە رستەکەدا:

subject verb object
↓ ↓ ↓

*Join the many Kurds <u>**who** celebrate Newroz</u>.*

*The Kurds are people <u>**who** love their customs</u>.*

<u>دەتوانین</u> ئەو نیمچە رستەی پەیوەندیە لاببەین کە جێناوی لێکدەر (*Relative Pronoun*) بووبێتە <u>بەرکار</u> لە نیمچە رستەکەدا:

object subject verb
↓ ↓ ↓

*All the people <u>(**who**) I am meeting</u> are friendly.*

All the mountains (that) you can see are very high.

Lesson 4: Relative clauses with extra information

بەردەوام ئێمە زانیاری زیادە دەخەینە سەرنیمچە رستەی سەرەکی. ئەو زانیارییە لە وانەیە دەربارەی هەرشتێك بێت لە نیمچە رستەی سەرەکیدا.

*In the north is **Kurdistan**. + **It** is full of mountains.*

*> In the north is **Kurdistan, which** is full of mountains.*

***Kurds** grow many crops. + **They** have a farming tradition.*

*> **Kurds, who** have a farming tradition, grow many crops.*

'زانیاری زیادە' وەك نیمچە رستەی پەیوەندی نیە کە لە وانەی 2، 3 دا باسکراوە. چونکە وەك ئەو پێویست نیە بۆ مانای بنەڕەتی نیمچە رستەی سەرەکی.

هەروەها تێبینی بکە:

- زانیاری زیادە بە کۆما دەست نیشان دەکەین.
- تەنها جێناوەکانی (*who* ، *which*) بەکاردەهێنین، (جێناوی *that* بەکارناهێنین).

UNIT 2

Lesson 1: Modal verbs for possibility and certainty

کاتێك بە لۆژیك دەزانین شتێك لەوانەیە راست بێت ، یان دڵنیاین
کە راستە،ئەوا زۆربەی جار (Modal Verbs) بەکاردەهێنین.

*It **could** / **may** / **might be** the ship.* لەوانەیە راست بێت:

*It **can't** / **must be** the ship.* بە دڵنیاییەوە راستە :

Lesson 2: Advising + saying what needs to happen

کارەکانی (*had better, need to, ought to, should*) بەکار دەهێنین
بۆ دەربڕینــی شــتێکی راســت کــە نــە نجامی بــدەین یــاخود نــە نجامی نــەدەین.
زۆرجار ئەو شێوازانە بەکاردەهێنین بۆ ئامۆژگاری کردنی ئەوانی دی.

*You **should (not) feel** like that. (should**n't**)*

*I **(do not) need to get** more experience. (**don't**)*

*You **ought (not) to leave** it any longer. (ought**n't**)*

*You **had better (not)** practise. (You**'d**)*

Lesson 3: *can, could* and *be able to*

بۆ دەربڕینی توانین لە کاتی ئێستادا، بەزۆری تەنها ***can*** بەکاردەهێنین:

*We **can** see that cars bring problems.*

بۆ دەربڕینــی تــوانین لــە داهاتوویــەکی نزیکــدا هەنــدێك جــار ***be able to***
بەکاردەهێنین:

*I **can** / **I'm able to** / **I'll be able to** visit her tomorrow.*

بۆ دەربڕینی توانین لە داهاتوودا، بەزۆری ***be able to*** بەکاردەهێنین:

*Engineers **will be able to** offer a solution.*

بۆ دەربڕینی توانین بە شێوەکی گشتی لە کــاتی رابــردوودا ، هــەردوو شــێوازەکە
بەکاردەهێنین:

*Only rich people **could** / **were able to** afford them.*

بۆ دەربڕینی توانین بۆ ئە نجامدانی یەك شت لە رابردوودا :

Negative: *I **couldn't** / **wasn't able to** stop.*

Positive: *I was able to stop fast enough.* ~~*I could stop fast enough.*~~ *(X)*

Lesson 4: Past perfect and past simple

رابردووی سادە: بەکاردێت بۆدەربڕینی کردارێك یان حاڵەتێك
لە رابردوودا.

*In 1885, Benz **began** selling cars.*

رابردووی تەواو: بەکاردێت بۆ تەئکیدکردنەوە لەوەی کە شتێك
پێش شتێکی دیکە روویداوە لە رابردوودا.

Past point in time ↓ **Action before the past point in time** ↓

*By 1896, he **had sold** 130 cars.* Time →

Past action ↓ **Action before the other past action** ↓

*Others **followed** after Benz **had shown** the way.*

*After Benz **had shown** the way, others **followed**.*

UNIT 3

Lesson 1: Tense markers

نیشانده‌ری ده‌می کار (کاتی کردار) له گه‌ڵ رابردووی ساده:

*It **was** really wet **yesterday evening**.*

yesterday: the day before yesterday; the (month) before last; (a week) ago: back in (the spring); last (night)

نیشانده‌ری ده‌می کار له گه‌ڵ رانه‌بردووی ته‌واو:

*It **has rained** in the north **today**.*

during / in the past / last (week): just: already: not ... yet: ever / never: for the last / past (few days): since (last January)

رابردووی ساده به‌کارده‌هێنین بۆ ده‌ربڕینی هه‌ندێك شت كه به ته‌واوه‌تی له رابردوودا روویانداوه.

رانه‌بردووی ته‌واو به‌کارده‌هێنین بۆ باسکردنی شتێك كه په‌یوه‌ندی به رابردوو و ئێستاوه هه‌یه.نیشانده‌ره‌کانی ده‌می رانه‌بردووی ته‌واو یارمه‌تیمان ده‌ده‌ن بۆ ده‌ربڕینی هه‌ندێك شت كه :

- **له كاتی رابردوودا ده‌ستی پێکردووه و ئێستاش به‌رده‌وامه:**

*It **has rained** in the north **today**.*

- **له رابردوودا ده‌ستی پێکردووه و به‌رده‌وام بووه تا ئێستا:**

*It **has rained** in the north **for the past few days**.*

- **زۆر په‌یوه‌ندی هه‌یه به‌کاتی ئێستاوه:**

*It **has just rained** in the north, and the rivers are rising.*

Lesson 2: Present perfect and present perfect continuous

به‌کاردێت بۆباسکردنی کردارێکی ته‌واوبوو كه کاریگه‌ری له‌سه‌ر ئێستا هه‌یه:

*They **have lost** everything.* **(Now they have nothing.)**

به‌کاردێت بۆباسکردنی کردارێکی به‌رده‌وام/ دووباره‌بوه‌وه تا كاتی ئێستا:

*They **have been burning** for days now.* **(= They have never stopped burning.)**

هه‌میشه رانه‌بردووی ته‌واوی به‌رده‌وام به‌کارده‌هێنین بۆ ته‌ئکیدکردنه‌وه‌ی (هه‌ندێك له كات – amount of time**) زۆرجار به مانای نه‌رێنی.**

***I've been waiting** for you for hours! What **have** you **been doing** all this time?*

Lesson 3: Describing change: v + adv; adj + n

*Average temperatures **have been rising steadily**.*

*There has been a **steady rise** in CO_2 levels.*

هه‌میشه ئه‌و دوو پێکهاته‌یه به‌یه‌که‌وه ، له‌هه‌مان ده‌قدا ، به‌کارده‌هێنین كاتێك ئه‌و گۆڕانکاریانه شیده‌که‌ینه و وه‌سفیان ده‌که‌ین كه به‌درێژای چه‌ندماوه‌یه‌ك روویانداوه.ئه‌و پێکهاتانه زۆر یارمه‌تیده‌رن كاتێك بمانه‌وێت خشته‌کان روون بکه‌ینه‌وه.

Lesson 4: Verb + infinitive; verb + ~*ing* form

هه‌ندێك فرمان ، زۆرجار کاری دووه‌می به دوادا دێت .له‌وانه‌یه کاری دووه‌م شێوه‌ی چاوگ بێت یاخود شێوه‌ی *ing*~ بێت.

كار+ چاووگ

*We **expect to see** the sea ice disappear.*
*I don't **want to say** that.*
*It's **helping to increase** temperatures.*
*Many people **refused to accept** this.*
*So we **need to stop** polluting our world!*
*We must **try to stop** climate change.*

هه‌ندێك كاری دیكه كه ده‌کرێت هه‌مان شێوازی سه‌ره‌وه‌یان هه‌بێت:

afford, agree, appear, ask, choose, decide, fail, hope, learn, manage, offer, prepare, promise, refuse, seem

كار+ شێوه‌ی *ing*~

*Can you **imagine living** in a world like that?*
*So we need to **stop polluting** our world!*
*That **means holding down** CO_2 levels.*
*We can't **risk letting** them reach 560 parts per million.*

هه‌ندێك كاری دیكه كه ده‌کرێت هه‌مان شێوازی سه‌ره‌وه‌یان هه‌بێت:

consider, dislike, enjoy, finish, keep, mind, miss, suggest

زۆربه‌ی ئه‌و فرمانانه‌ی كه كاری دووه‌م وه‌رده‌گرن ده‌توانن یه‌کێك له شێوه‌کانی سه‌ره‌وه وه‌ربگرن، به‌ڵام هه‌ندێکیان هه‌ردوو شێوه‌که وه‌رده‌گرن.ئه‌م فرمانانه‌ی خواره‌وه هه‌ردوو شێوه‌که وه‌رده‌گرن و ماناکانیشیان له‌یه‌کتریه‌وه نزیکه.

*The climate has **begun to change / changing rapidly**.*

*It's enough to **start to change / changing the climate**.*

هه‌ندێك كاری دیكه كه ده‌کرێت هه‌مان شێوازی سه‌ره‌وه‌یان هه‌بێت:

continue, hate, like, love, prefer

- به‌ڵام تێبینی بکه له‌گه‌ڵ *would* فرمانه‌کانی (*prefer, like ,hate*) ته‌نها شێوه‌ی چاووگ وه‌رده‌گرن.

***I'd love to go out** this evening.*

*I wouldn't. **I'd prefer to stay** at home!*

- جیاوازی له نێوان (*I love* و *I'd love*) ئه‌وه‌یه یه‌که‌میان بۆ ده‌ربڕینی هه‌ستی گشتیه ، به‌ڵام ئه‌وه‌ی دووه‌م بۆ ده‌ربڕینی هه‌ستێکی تایبه‌ته ده‌رباره‌ی بۆنه‌یه‌کی تایبه‌ت.

UNIT 5

Lesson 1: Stating dimensions

***be* + dimension + adj; *have* + n + *of* + dimension**

*The Canal **is 80 kilometres long.***

*The Canal **has a length of 80 kilometres.***

*The river **is 600 metres wide.***

*The river **has a width of 600 metres.***

*The mountain **is over 4,000 metres high.***

*The mountain **has a height of over 4,000 metres.***

- **شێوەی (ناو) رەسمی ترە تا شێوەی (ئاوەڵناو).**
- **هەروەها شێوەی ناو بەکاردەهێنین بۆ هەندێك بڕ و پێوانەی دیکە، بۆ نمونە:**

*The lake **has an area of 2,345 square kilometres** (km²).*

*The car **has a top speed of 195 kilometres per hour** (kph).*

Lesson 2: *will* and conditional forms

will

زۆربەی جار *will* بەکاردەهێنین بۆ دەربڕینی ئەمانەی خوارەوە:

پێشبینی کردن:

*Please drive in the middle, or we**'ll fall off** the edge!*

*Take a sweater, **or** you'll get cold.*

بەڵیندان و هەڕەشەکردن:

*That **won't happen**, I promise.*

***I'll be there** at 12.00. Don't worry!*

*You**'ll be** sorry, you said that!*

بڕیاردان لە کاتی قسەکردندا:

***I'll have to close** my eyes!*

***I'll turn on** the lights. It's getting dark.*

پێشکەشکردن:

***I'll check** the guidebook for you.*

*You must be hungry. **I'll get** you something to eat.*

Forms of conditional statements

ئێستا تۆ شێوەی مەرجی یەکەم دەزانیت.

***If** you **look** right, you **will see** Lake Mead.*

هەروەها دەتوانین ئایدیاکانی مەرجی بەم شێوەیەی خوارەوە دەربڕین:

***Look** left, **and** you **will see** the river.*

= **If** you **look** left, you **will see** the river.

***Drive** in the middle, **or** we **will fall**!*

= **If** you **do not drive** in the middle, we **will fall**.

***Unless** they **stop**, farming **will collapse**.*

= **If** they **do not stop**, farming **will collapse**.

Lesson 3: Second conditionals

***If* + past simple, *would* + infinitive (without *to*)**

***If** we **used** this water, the desert **would produce** cotton.* (with a comma)

*The desert **would produce** cotton **if** we **used** this water.* (without a comma)

- **شێوەی *would* لە *will* وەرگیراوە.**

هەروەها *could* لە *can* و *might* لە *may* وەرگیراون.

If we had water, we could grow crops.

- **شێوەی مەرجی دووەم بەکاردەهێنین بۆ داهاتوویەك کە لەوانەنیە ڕوویدات، بۆ نمونە: the planners' dream.**

If I became rich in the future, I would buy my parents a new home.

- **شێوەی مەرجی دووەم بەکاردەهێنین بۆ دەربڕینی حاڵەتێکی ئێستا کە مەحاڵە ڕوویدات، بۆ نمونە:**

If I could fly, I would never walk.

(But I can't fly, so I have to walk.)

Lesson 4: Third conditionals

***If* + past perfect, *would have* + past participle**

***If** they **had thought**, they **would have stopped**.*

= They did not think, and they did not stop.

***If** the World Bank **had not helped**, the Little Aral **would not have survived**.*

= The World Bank helped, and the Little Aral survived.

If the planners had left the Aral Sea alone, the fishing industry would have survived.

= They did not leave it alone, and the fishing industry did not survive.

- **شێوەی مەرجی سێیەم بەکاردەهێنین بۆ دەربڕینی ڕابردوویەك کە ڕووی نەداوە.**
- **شێوەی مەرجی دووەم بەکاردەهێنین بۆ شتێکی ناڕاستەقینە (unreal) لە ئێستا یاخود لە داهاتوودا.**

شێوەی مەرجی سێیەم بەکاردەهێنین بۆ شتێکی ناڕاستەقینە لە ڕابردوودا.

UNIT 6

Lesson 1: The ~*ing* form acting like a noun

*In the first picture, **checking** is one of the skills he's using.*

*Another skill he's using is decision **making**.*

هەمیشە شێوەی ing~ ی کارەکان بەکاردێت وەك فرمان:

*The pilot **is checking** the controls.*

*The plane **was flying** normally, but then something went wrong.*

هەروەها دەتوانین شێوەی ing~ لە پاش هەندێك کاری دیکەش بەکاربهێنین ، (بڕوانە Unit 3):

*The plane has started **losing** height.*

*The pilot began **calling** for help on the radio.*

هەروەها دەتوانین شێوەی ing~ وەك ناو بەکاربهێنین:

***Speed** is important.*

***Checking** is important.*

*A pilot needs good hand-and-eye **coordination**.*

*A pilot needs years of **training** before he or she can do the job.*

Lesson 2: Tag questions: positive and negative forms

1 *You **are** in Grade 11, **aren't you**?*

2 *You **like** drama, **don't you**?*

3 *You **have not chosen** a career path yet, **have you**?*

- کلکە پرسیار دەمی کار هەڵدەگرێت کە لە پێشیەوە دێت، هەمیشە شێوەی پێچەوانە وەردەگرێت. ئەگەر کارەکە ئەرێ بوو ئەوا کلکە پرسیارەکە دەبێت بە نەرێ (1&2)، وە ئەگەر کارەکە نەرێ بوو ئەوا کلکە پرسیارەکە دەبێت بە ئەرێ (3).

- هەروەها بڕوانە (PRONUNCIATION لە وانەی 5 دا). کلکە پرسیار نزم یاخود بەرز دەوترێت، ئەمانە جیاوازیەکە نیشان دەدەن. کاتێك ئێمە دڵنیاین و تەنها دەمانەوێت کەسێك رازی بێت لەگەڵماندا ئەوا کلکە پرسیارەکە نزم دەڵێین (↓)، بەڵام کاتێك دڵنیانین و دەمانەوێت کەسێك شتەکە بسەلمێنێت ئەوا کلکە پرسیارەکە بەرز دەڵێین (↑).

More examples:

Tony wants to be a pilot, doesn't he?

Rondik doesn't like maths, does she?

Chinar can drive, can't she?

Sirwan can't speak Spanish, can he?

Lesson 3: Expressing cause and effect

(since , as , because of, because) **هۆ**

*New jobs appear – often **because of** new technology.*

***As** Bill worries, he works the budget out carefully.*

*Go to cacareerzone **since** this shows thousands of jobs.*

لە شارستەدا *because* **لەگەڵ کاردا بەکاردەهێنین و** *because of* **لەگەڵ ناو یان دەستەواژەی ناوی بەکاردەهێنین. بەراوردبکە:**

*Jobs appear **because new technology has arrived**.*

*Jobs appear **because of new technology**.*

(therefore, as a result , and so, so) **ئەنجام**

*There are **therefore** more opportunities than ever.*

*Finding one is harder. **So** you need the right tools.*

- شێوەکانی *so ، and so* **شێوەی نارەسمین ، بەڵام شێوەکانی (***therefore ، as a result***) زیاتر رەسمین و لە نووسینی رەسمیدا بەکاردێن. هەمیشە لە سەرەتای رستەدا و لەگەڵیاندا کۆما (,) بەکاردەهێنین:**

As a result, ...   Therefore, ...

*Kerry and her group worked in the park all day yesterday. **As a result**, it looks really good now.*

*The world of work is complicated, and the right job is hard to find. **Therefore**, it is very important to use the right tools to help you search.*

Lesson 4: phrasal verbs with objects

1 *Emma has **set up** + <u>a website</u>.*

2 *Joe **looks** + <u>things</u> + **up** on the internet.*

3 *Bill **works** + <u>it</u> + **out** carefully.*

- بەرکاری ناوی دەکەوێتە پاش دەستەواژەی کاری (1) یاخود ناوەڕاستی دەستەواژەی کاری (2)، (بەڵام هەمیشە دەکەوێتە پاش دەستەواژەی کاری (1).

- بەرکاری جێناوی تەنها لە یەك شوێنی دەستەواژەی کاری بەکاردێت ئەویش لە ناوەڕاستدا (3).

More examples:

*Kerry and her group **tidied up the park**.*

*They **tidied the park up**.*

*They **tidied it up**.*

*Lyn always **writes out lists** of things to revise.*

*She always **writes lists out**.*

*She always **writes them out**.*

UNIT 7

Lesson 1: Active and passive

هەندێک کات بەرکاری ڕستەی بکەر دیار گرنگترە لە بکەری ڕستەکە، لەم حاڵەتەدا، دەتوانین بەرکارەکە بکەینە بکەرێکی نوێ ، (دوای لابردنی بکەرە کۆنەکە). بۆ ئەنجامدانی ئەمە، ڕستەی بکەر نادیار بەکاردەهێنین.

Active:
~~Channel 2~~ **films** *Let's Go!* all over the world.

Passive:
Let's Go! **is filmed** all over the world.

لەگەڵ ئەوەشدا هۆکارێکی دیکە هەیە بۆ بەکارهێنانی شێوەی بکەرنادیار. هەندێک جار بکەرنادیار بەکار دەهێنین بۆ ئەوەی کارەکەمان ڕەسمی دەربکەوێت، لەم یەکەیەدا زۆرمان باسکردووە. بەراورد بکە لە شێوازی Anne Rice کاتێک قسەدەکات لەگەڵ ئەو کاتەی دەنووسێت. ئەو قسە لەگەڵ Megan Stone دا دەکات بە شێوەیەکی ناڕەسمی لەبەرئەوە ڕستەکان بکەر دیارن، بەڵام کاتێک بۆ Council دەنووسێت لەبەر ئەوەی ڕەسمیە ڕستەکان بکەر نادیارن.

Lesson 2: *by* + agent

هەندێک جار پێویستمان بەوە دەبێت شێوازی بکەرنادیار بەکاربهێنین بەڵام بکەری شێوازی بکەر دیارەکەش بپارێزین. لەم حاڵەتەدا ئامرازی *by* زیاد دەکەین.

Active: *The director* ***runs*** *the filming.*

Passive: *The filming* ***is run by*** *the director.*

Lesson 3: Passive forms of simple tenses

ڕانەبردووی سادەی بکەرنادیار دروست دەکرێت بە (*are, is, am*) و ڕابردووی سادەی بکەرنادیار دروست دەکرێت بە (*were, was*) + شێوەی سێیەمی کاری سەرەکی ڕستەکە. بۆ نموونە: *designed*.

ڕانەبردووی تەواوی بکەر نادیار دروست دەکرێت بە (***has*** یان ***have***) + ***been*** + شێوەی سێیەمی کاری سەرەکی ڕستەکە. ڕابردووی تەواوی بکەر نادیاریش هەمان ڕێسای هەیە ، بەڵام (***had***) لە شوێنی (***have / has***) بەکاردێت.

Present: *Sets* ***are designed*** *to explode.*

Past: *The first special effect* ***was created****.*

Present perfect: *CGI* ***has been used*** *in many ways.*

Past perfect: *They believed her head* ***had been cut off****.*

Lesson 4: Modal passive forms

شێوەی ڕانەبردووی (modal passive) دروست دەکەین بەبێ گۆڕانکاری لە (***Modal verb***) ەکاندا پاشان + ***be*** + شێوەی سێیەمی کاری سەرەکی ڕستەکە. بۆ نموونە: ***shown***.

Things ***can be shown*** *that are impossible in real life.*

Other scenes ***have to be done*** *with effects.*

Films ***will*** *always* ***be made*** *with effects.*

شێوەی ڕابردووی (modal passive) دروست دەکەین بەهەمان ڕێسای سەرەوە لەگەڵ بەکارهێنانی شێوەی ڕابردووی

This all ***had to be done*** *with models.*

UNIT 8

Lesson 1: Reported statements

– بۆ گەیاندنی وتەی ناڕاستەوخۆ، دەتوانین:

• دەست پێکردنی وتەکە بەرابردوو لەگەڵ بەکارهێنانی (کاری لێدوان – *reporting verb*)، بۆنمونە:

(name) said (that) ...

told me (that) ...

دەتوانرێت (کاری لێدوان)ی دیکەش بەکاربهێنرێت ، بۆ نمونە:

thought (that) felt (that) agreed (that)

• کاتی وتەکە بگۆڕین بۆ رابردوو.

• پێکهاتەکانی تری وتەکە بگۆڕین بە گوێرەی پێویست، بۆ نمونە: 1st > 3rd person ، لەگەڵ لابردنی شتە ناپێویستەکان.

'I'm really pleased, of course.'

*> He **said** that he **was** really pleased.*

• هەروەها(Modal Verb)ە کانیش دەکەین بە رابردوو.

*'I **think** I **will feel** excited, but I **may be** a bit sad, too.'*

*> She **thought** that she **would feel** excited, but that she **might be** a bit sad.*

*If other people laugh at me, I **can't** be annoyed for very long. I **have to** laugh at my silly mistakes too.*

*> She said that if other people laughed at her, she **couldn't** be annoyed for very long. She **had to** laugh at her silly mistakes, too.*

Lesson 2: Reported requests and orders

– بۆ گەیاندنی خواست و داواکاری ناڕاستەوخۆ، دەتوانین:

• دەست پێکردنی خواستەکە یان داواکاریەکە بەرابردوو لەگەڵ بەکارهێنانی (کاری لێدوان)، بۆ نمونە:

(person) asked (person) ...

told (person) ...

دەتوانرێت (کاری لێدوان) ی دیکەش بەکاربهێنرێت ، بۆ نمونە:

advised ... reminded... want ...

• کاری سەرەکی بگۆڕین بۆ ***to + infinitive*** (ئەرێ بێت یاخود نەرێ).

*'Here's an idea: **write** about a scientific discovery.'*

*> Our science teacher **told** us **to write** about a scientific discovery.*

*'I think you **should write** about a great journey.'*

*> Our geography teacher **advised** us **to write** about a great journey.*

Lesson 3: Reported *Yes/No* questions

– بۆ گەیاندنی پرسیاری ناڕاستەوخۆی *Yes ,No* ، دەتوانین:

• دەست پێکردنی پرسیارەکە بە رابردوو لەگەڵ بەکارهێنانی (کاری لێدوان)، بۆ نمونە:

(name) asked ...

wondered ...

wanted to know ...

• زیادکردنی *if* یاخود ***whether***.

• گۆڕینی ئەم کارانەی خوارەوە لە شێوەی پرسیارەوە بۆ شێوەی ئاسایی خۆیان (بەڵام بۆ کاتی رابردوو).

بۆ نمونە:

are they > they were

will they steal > they would steal

*'**Are they** thieves?'*

*> Friends **asked if they were** thieves.*

*'**Are they the Polos?**'*

*> People stopped **wondering whether they were** the Polos.*

*'**Will they steal** the family's money?'*

*> Friends asked if **they would steal** the family's money.*

Lesson 4: Reported *Wh* questions

– بۆ گەیاندنی پرسیاری ناڕاستەوخۆی-*wh* ، دەتوانین:

• دەست پێکردنی پرسیارەکە بەرابردوو لەگەڵ بەکارهێنانی (کاری لێدوان)، بۆ نمونە:

(name) asked ...

wondered ...

wanted to know ...

• دووبارەکردنەوە وشەی پرسیاری -*wh*.

• گۆڕینی ئەم کارانەی خوارەوە لە شێوەی پرسیارەوە بۆ شێوەی ئاسایی خۆیان (بەڵام بۆ کاتی رابردوو).

بۆ نمونە:

are you > they were

do you want > they wanted

*'**Who are you?**'*

*> He **asked who they were**.*

*'**What do you want?**'*

*> He **wanted to know what they wanted**.*

Why did everyone think of us as thieves?

*Marco asked why **everyone had thought of them** as thieves.*

WORDLIST

UNIT 1

a (= each year / month, etc) /ə/ ئامرازی نەناسراو
although /ɔːðəʊ/ لەگەڵ ئەوەشدا
aquarium /əˈkweəriəm/ حەوزی شوشەیی
attraction /ətrækʃ(ə)n/ دڵڕفێن
back home /ˌbæk ˈhəʊm/ لە نیشتمان
balloon /bəˈluːn/ باڵۆن
centre /sentə/ ناوەند
comprehensive (school) /ˌkɒmprɪˈhensɪv/ گشتی (قوتابخانە)
consider /kənˈsɪdə/ رەچاویکرێت
construction /kənˈstrʌkʃn/ دروستکردن
crop /krɒp/ دەغڵ و دان
crossroads /ˈkrɒsrəʊdz/ چوارڕیان
cultural /ˈkʌltʃ(ə)rəl/ کلتوری
custom /ˈkʌstəm/ نەریت
development /dɪˈveləpmənt/ گەشەکردن
eastern /ˈiːst(ə)n/ رۆژهەڵاتی
economic /ˌekəˈnɒmɪk/ ئابووری
economy /iˈkɒnəmi/ سیستەمی ئابووری
experience /ɪkˈspɪəriəns/ *n* ئەزموون
fact /fækt/ راستی
farm /fɑːm/ کێڵگە
farming /fɑːmɪŋ/ کشتوکاڵ
fertile /ˈfɜːtaɪl/ بە پیت
flat /flæt/ تەخت ، پان
grow /grəʊ/ دەچێنێت
growth /grəʊθ/ گەشە
helpful /ˈhelpfl/ یارمەتیدەر
hilly /ˈhɪli/ گردەڵان
industry /ˈɪndəstri/ پیشەسازی
middle (the ... of) /mɪdl (ðə … ɒv/ ناوەڕاست
New Year /ˌnjuː ˈjiə/ساڵی نوێ
northern /ˈnɔːð(ə)n/ باکوری
over (= across) /əʊvə (= əˈkrɒs/ بەسەر
plain /pleɪn/ دەشت
pleasant /ˈpleznt/ خۆش
port /pɔːt/ بەندەر
precious /ˈpreʃəs/ بەنرخ، نایاب
Really! /ˈrɪəli/ بەڕاست!
regional /ˈriːdʒn(ə)l/ هەرێمی، ناوچەیی
remains /rɪˈmeɪnz/ پاشماوە
resort /rɪˈzɔːt/ سەیرانگا
roundabout /ˈraʊndəˌbaʊt/ قولکە
snow /snəʊ/ بەفر
southern /ˈsʌðn/ باشوری
steep /stiːp/ سەخت، بەرزی و نشێوی
straight on /ˌstreɪt ˈɒn/ بەرێکی، بێ لادان
stream /strim/ چەم، جۆگە
till (until) /tɪl/ هەتا
T-junction /ˈtiː ˌdʒʌŋkʃ(ə)n/ پێکگەیشتنی T
tourism /ˈtʊərɪz(ə)m/ گەشت و گوزار
traffic /ˈtræfɪk/ *n* هاتوچۆ
traffic lights /ˈtræfɪk ˌlaɪts/ ترافیك لایت
up to (= as much / many as) /ˌʌp ˈtʊ/ هێندەی
valley /ˈvæli/ دۆڵ
Viking /ˈvaɪkɪŋ/ ناوی شوێنێکە
western /ˈwestən/ رۆژئاوایی

UNIT 2

afford /əˈfɔːd/ هەبوونی توانای کڕین
apply for /əˈplaɪ fɔː/ داواکردن
atmosphere /ˈætməsˌfɪə/ بەرگەهەوا
carbon dioxide /ˌkɑːbən daɪˈɒksaɪd/ دووەم ئۆکسیدی کاربۆن
comfort /ˈkʌmfət/ حەسێنەر، رەحەت
driving test /ˈdraɪvɪŋ ˌtest/ تاقیکردنەوەی لێخوڕین
electric /ɪˈlektrɪk/ کارەبایی
emergency (stop) /ɪˈmɜːdʒ(ə)nsi (stɒp)/ وەستانی لەناکاو
emission /ɪˈmɪʃn/ دەردان
examiner /ɪgˈzæmɪnə/ ئەنجامدەری تاقیکردنەوە
exhaust /ɪgˈzɔːst/ ئەگزۆزی ئۆتۆمبیل
factory /ˈfæktri/ کارگە
four by four (4x4) /ˌfɔː baɪ ˈfɔː/ *n* چوار بە چوار
fuel (cell) /fjuːl (sel)/ سوتەمەنی کارەبایی
get off /ˈget ˌɒf/ دابەزین
go well /ˌgəʊ ˈwel/ راست
go wrong /ˌgəʊ ˈrɒŋ/ هەڵە
Guess what! /ˌges ˈwɒt/ بزانە !هەڵیبێنە !
ghost /gəʊst/ تارمایی، خێو
had better /hæd ˈbetə/ *phr* واباشترە
helicopter /ˈhelɪˌkɒptə/ هەلیکۆپتەر
hovercraft /ˈhɒvəˌkræft/ جۆرێکە لە کەشتی
hybrid /ˈhaɪbrɪd/ جووت شێواز
hydrogen /ˈhaɪdrədʒən/ هایدرۆجین
leave (= abandon) /liːv/ وازهێنان
maker /ˈmeɪkə/ دروستکەر
manage /ˈmænɪdʒ/ بەڕێوەبردن
model (= type of car) /ˈmɒd(ə)l/ جۆر
motor /ˈməʊtə/ بزوێنەر
motorbike /ˈməʊtəˌbaɪk/ ماتۆڕسکیل
noisy /ˈnɒɪzi/ پڕدەنگە دەنگ
ought to /ˈɔːt ˌtʊ/ پێویستە

oxygen /ˈɒksɪdʒ(ə)n/ ئۆکسجین

pass (= succeed in a test) /pæs/ دەرچوون

passenger /ˈpæsɪndʒə/ ڕێبوار، نەفەر

petrol /ˈpetrəl/ بەنزین

pickup /ˈpɪkʌp/ پیکاب (ئۆتۆمبیلی پشت بەتاڵ)

pollution /pəˈluːʃn/ پیس بوون

power /ˈpaʊə/ توانا، هێز

production (line) /prəˈdʌkʃn/ هێڵ (ی بەرهەمهێنان)

quite a (phr used to show that sth is unusual or interesting) /ˈkwaɪt ə/ بەتەواوی

realise /ˈrɪəˌlaɪz/ پێزانین

reliable/reliably /rɪˈlaɪəbl / rɪˈlaɪəbli/ *adj/adv* جێی متمانە

rotor /rəʊtə/ پەروانە

run (= operate) /rʌn/ کاردەکات

scooter /ˈskuːtə/ ماتۆڕسکیلی بچووک

silver /ˈsɪlvə/ زیوی

slow down /ˌsləʊ ˈdaʊn/ هێواشکردنەوە

solution /səˌluːʃn/ چارەسەر

station /ˈsteɪʃn/ *n* وێستگە

tractor /ˈtæktə/ تراکتۆر

trailer /ˈtreɪlə/ عەرەبانەی پشتی تراکتۆر

truck /trʌk/ لۆری

upset /ˌʌpˈset/ بێزار

vehicle /ˈviːkl/ ئامێری گواستنەوە

wheel /wiːl/ پێچکە، چەرخە

worker /ˈwɜːkə/ کرێکار

UNIT 3

age (for ~s) /eɪdʒ (fɔː)/ ماوە(بۆ ماوەیەکی درێژ)

appear /əˈpɪə/ دەرکەوتن، دەردەکەوێت

as dry as a bone /əz ˈdraɪ əz ə ˌbəʊn/ وشك وەك ئێسك

average /ˈævrɪdʒ/ تێکڕایی

chart /tʃɑːt/ نەخشە، هێڵکاری

climate change /ˈkləɪmə ˌtʃeɪndʒ/ *n* گۆڕانی کەش و هەوا

cloud /klaʊd/ هەور

coal /kəʊl/ خەڵوز

decrease /dɪˈkriːs/ کەم بونەوە، کەم دەبێت

degrees Celsius /dɪˌgriːz ˈselsiəs/ پلەی سەدی

disappear /ˌdɪsəˈpɪə/ لەناوچوون، دیارنەمان

disaster /dɪˈzɑːstə/ کارەسات

farmer /ˈfɑːmə/ جووتیار

forest /ˈfɒrɪst/ *n* دارستان

fossil fuel /fɒsl ˌfjuːl/ سووتەمەنی بە بەردبوو

global warming /ˌgləʊb(ə)l ˈwɔːmɪŋ/ گەرم بوونی جیهان

greenhouse /ˈgriːnˌhəʊs/ *n* شەتڵگەی شوشەیی

greenhouse gas /ˈgriːn haʊs ˌgæs/ گازی شەتڵگەی شوشەیی

hold down /ˈhəʊld ˌdaʊn/ ڕاگرتن، وەستاندن

hurricane /ˈhʌrɪkeɪn/ گەردەلوول

icy /ˈaɪsi/ سەهۆڵین

imagine /ɪˈmædʒɪn/ هێنانە بەرچاو، خەیاڵکردن

increase /ɪnˈkriːs/ بەرزبوونەوە، زیادبوون

let /let/ لێگەڕان، ڕێگەدان

melt /melt/ توانەوە

out of control /əʊt əv kəntrəʊl/ کۆنترۆڵ ناکرێت

part per million (ppm) /ˌpɑːt pɜː ˈmɪliən/ بەشێك بۆ هەرملیۆنێك

pollute /pəˈluːt/ پیس کردن

rainy /ˈreɪni/ باراناوی

rapid(ly) /ˈræpɪdli/ خێرا (بەخێرایی)

refuse /rɪˈfjuːz/ ڕەتکردنەوە، ڕەتدەکاتەوە

remain /rɪˈmeɪn/ دەمێنێتەوە

scientist /ˈsaɪəntɪst/ زانا

slight(ly) /ˈslaɪtli/ کەم (بەکەمی)

snowy /ˈsnəʊwi/ بەفرین، بەفراوی

speed /spiːd/ خێرایی

spread /spred/ بڵاوبوونەوە، تەشەنەکردن

steady(ily) /ˈstedi / stedɪli/ نەگۆڕ(بەنەگۆڕی)

storm /stɔːm/ زریان

temperature /ˈtemprɪˌtʃə/ پلەی گەرمی

the day before yesterday /ðə ˌdeɪ bɪfɔː ˈjestəde/ پێری

the night / week / month / year before last/ these last few years /ðə naɪt / wik / mʌnθ / jɪə bɪfɔː lɑːst / ðiːz lɑːst fjuː jɪəz/ شەوی... پێشووتر لەم چەند ساڵانەی دوایدا

top (= leading) /tɒp/ باشترین (= چاکترین)

warn /wɔːn/ ئاگادارکردنەوە

wildfire /ˈwaɪld laɪf/ ئاگری تەشەنەسەندوو

wind /wɪnd/ با، ڕەشەبا

yesterday morning / afternoon / evening / jestədaɪ mɔːnɪŋ / ɑːftənuːn / iːvnɪŋ/ دوێنێ ...

UNIT 5

about to /əˈbaʊt tʊ/ نزیکە، خەریکە

against (= not in favour) /əˈgeɪnst/ دژ (= لەگەڵ نەبوون)

at least /ət ˈliːst/ بەلای کەمەوە

badly built /bædli ˈbɪlt/ خراپ دروستکراو

benefit /ˌbenəfɪt/ سوود

bucket /ˈbʌkɪt/ سەتڵ

camper van /ˈkæmpə ˌvæn/ ئۆتۆمبیلی هەوارگە

canal /kəˈnæl/ ئۆکەند

construct /kenˈstrʌkt/ دروستکردن، بنیات نان

dam /dæm/ بەنداو

depth /depθ/ قووڵی

dream (big hope) *n* /dri:m/ خەون (= ئاواتی گەورە)
dust /dʌst/ تۆز
dusty /dʌsti/ تۆزاوی
edge /edʒ/ لێوار، قەراغ
empty *v/adj* /ˈempti/ بەتاڵکردن، بەتاڵ
environmental /ɪnˌvaɪrənˈmentl/ ژینگەیی
fisherman /ˈfɪʃəmən/ ماسی گر
fishing (~ boat, ~ industry, ~ port) /fɪʃɪŋ (bəʊt, ˈɪndəstri, pɔ:t/ راوەماسی (بەلەمی~ ، ...)
flood /flʌd/ لافاو
for (= in favour) /fɔ:/ بۆ (= لەگەڵ بوون)
guidebook /ˈgaɪdbʊk/ پەرتووکی رێبەر
hydroelectric (~ power station) /ˌhaɪdrəʊɪˈlekrɪk (paʊwər steɪʃn/(~ کارەبای ئاوی (وێستگەی
in my opinion /ɪn maɪ əˈpɪnj(ə)n/ بە بۆچوونی من
irrigate /ˈɪrgeɪt/ ئاودان
irrigation /ɪrˈgeɪʃ(ə)n/ ئاودێری
lock /lɒk/ قەتیسکردن، داخستن
oil terminal /ˈɒɪl ˌtɜ:mɪn(ə)l/ وێستگەی نەوت
oil tanker /ˈɒɪl ˌtæŋkə/ کەشتی نەوت
pipeline /ˈpaɪplaɪn/ هێڵی بۆری (نەوت ، غاز...)
planner /ˈpaænə/ پلان دانەر
polluted /pəˈlu:tɪd/ *adj* پیس بوو
reality /riˈæləti/ راستی، واقیع
repair /rɪˈpeə/ چاکردنەوە
reservoir /ˈrezəˌvwɑ:/ عەماراو، ئەستێل
salt /sɒlt/ خوێ
salty /ˈsɒlti/ سوێر
scary /ˈskeəri/ ورپابە
seabed /si:bed/ بنی دەریا
shrink /ʃrɪŋk/ کەمبوونەوە
tunnel /ˈʌn(ə)l/ تونێل
turbine /ˈtɜ:baɪn/ تۆربین
unless /ənˈles/ *conj* مەگەر
width /wɪdθ/ فراوانی

UNIT 6

adviser /ədˈvaɪzə/ راوێژکار
apart from /əˈpɑ:t frɒm/ بێجگە لە
artistic /ɑ:tɪstɪk/ هونەری
budget /ˈbʌdʒɪt/ *n* بودجە
business (~ studies) /bɪznɪs (stʌdi:z)/ بازرگانی (توێژینەوەی ~)
career /kəˈrɪə/ پیشە، کار
careers adviser /kəˈrɪəz ədvaɪzə/ راوێژکاری پیشە، کار
code /kaʊd/ رێسا
compare /kəmˈpeə/ بەراورد کردن
complicated /ˈkɒmplɪkeɪtɪd/ ئاڵۆز
conventional /kənˈvenʃn(ə)l/ ئاسایی
coordination /kəʊɔ:dɪneɪʃn/ هەماهەنگی
deal with /ˈdi:l wɪð/ مامەڵە لەگەڵ کردن
decision (~ making) /dɪsɪʒn ˌmeɪkɪŋ/ بڕیار(بڕیاردان)
detail /ˈdi:teɪl/ *n* وردەکاری
disabled /dɪˈseɪbld/ بێ توانا
drama /ˈdrɑ:mə/ شانۆگەری
due to /dju: tʊ/ *conj* بەهۆی
engineering /ˌendʒɪˈnɪərɪŋ/ ئەندازیاری
enterprising /ˈentəˌpraɪzŋ/ بوێر، دەستپێشخەر
field (= area) /fi:ld (erɪə)/ بوار، کایە
general /ˈdʒen(ə)rəl/ گشتی
Grandad /ˈgrændæd/ باپیرە، بابە گەورە
have / take a seat /hæv / teɪk ə si:t/ دانیشە، شوێنێك بگرە
investigative /ɪnˈvestɪget/ لێکۆڵەری، پرسیاری
IT (information technology) /aɪ ti: (ɪnfɔ:meɪʃn teknɒlədʒi/ تەکنەلۆژیای زانیاری
look up /lʊk ʌp/ گەڕان بەدوای
maintain /ˌmeɪnˈteɪn/ پاراستن
mixture /ˈmɪksdʒə/ تێکەڵە
object /əbˈdʒekt/ شت
online /ɒnlaɪn/ هێڵی ئینتەرنێت
opportunity /ˌɒpəˈtju:nəti/ هەل
organization /ˈɔ:gənaɪˈzeɪʃn/ رێکخراو
path (= route of personal development) /pæθ/ رێباز، پسپۆری
perform /pəˈfɔ:m/ ئەنجامدان
persuade /pəˈsweɪd/ قایل کردن
personal (details) /ˈpɜ:snəl (di:teɪlz)/ *phr* زانیاری کەسی
pilot /ˈpaɪlət/ فڕۆکەوان
plant /plænt/ رووەك رواندن
public service /ˌpʌblɪk ˈsɜ:vɪsz/ خزمەتگوزای گشتی
put away /pʊt əˈweɪ/ لابردن، خستنەلاوە
put down /pʊt ˈdaʊn/ دانان
realistic /rɪəˈlɪstɪk/ راستەقینەخواز
related /rɪˈleɪtɪd/ پەیوەندیدار
relate to /rɪˈleɪt tʊ/ پەیوەندی هەیە بە
retail /ˈr:teɪl/ *n* تاکفرۆشی، وردەفرۆشی
set up /ˌset ʌp/ دامەزراندن
skill /skɪl/ شارەزایی، کارامەیی
social /saʊʃ(ə)l/ کۆمەڵایەتی
software /ˈsɒftweə/ پرۆگرامی کۆمپیوتەر
strength /streŋθ/ هێز، بەرگری
take / have a seat /teɪk / hæv ə si:t/ شوێنێك بگرە، دانیشە
teach/teaching /ti:tʃ / ˈti:tʃɪŋ/ *v/~n ing form* فێرکردن، وانە وتنەوە

therefore /ˈðeəfɔː/ *conj* لەبەرئەوە
tool /tuːl/ ئامێر
turn off /ˌtɜːn ˈɒf/ کوژاندنەوە
turn on /ˌtɜːn ˈɒn/ داگیرساندن
useful /juːsfəl/ بەسوود
write down /ˌraɪt ˈdaʊn/ بنوسە
write out /ˌraɪt ˈaʊt/ تۆمارکردن، تۆمار ئەکات

UNIT 7

actor /ˈæktə/ ئەکتەر
artificial /ɑːtəfɪʃ(ə)l/ دەستکرد
at high speed /ət haɪ spiːd/ بەخێراییەکی زۆر
attack /əˈæk/ پەلاماردان
audience /ˈɔːdiəns/ بینەر
base *v* /beɪs/ دامەزراندن، دانان
cameraman /kæmrəmən/ وێنەگر
cartoon show /kɑːtuːn ʃəʊ/ بەرنامەی فیلم کارتۆن
community /kəˈmjːnɪti/ کۆمەڵگا
centre /sentə/ ناوەند
computer-generated imagery (CGI) /kampjuːtə dʒenəreɪtd ɪmɪdʒəri/ وێنەی دروستکراوی کۆمپیوتەر
cookery /ˈkʊkəri/ هونەری چێشت لێنان
cookery programme / show /kʊkəri prəʊgræm / ʃəʊ/ بەرنامەی چێشت لێنان
control room /kɒnˈtrəʊl ruim/ ژووری کۆنترۆڵ
council /ˈkaʊnsl/ *n* ئەنجومەن
cut off /ˌkʌt ˈɒf/ لێکردنەوە، قرتاندن
demand /dɪˈmænd/ خواست
discussion /dɪsˈkʌʃn/ گفتوگۆ
discussion programme /dɪsˈkʌʃn prəʊgræm/ بەرنامەی گفتوگۆ
edit /ˈedɪt/ مۆنتاژکردن
effect /ɪˈfekt/ کارتێکەر
episode /ˈepɪzəʊd/ ئەڵقەی فیلم
ever more /evə mɔːr/ هەمیشە
floor manager /flɔːr ˈmænɪdʒə/ بەڕێوبەری ستۆدیۆ (هۆڵ)
frightening /ˈfraɪtənɪŋ/ سامناک ، تۆقێنەر
game show /ˈgeɪm ˌʃəʊ/ بەرنامەی پێشبڕکێ
go out /gəʊ ˈaʊt/ پیشاندان، پەخشکردن
impossible /ɪmpɒsɪb(ə)l/ مەحاڵ
little by little /lɪtl baɪ lɪtl/ وردە وردە
lord /lɔːd/ گەورە
monster /ˈmɒnstə/ دێو، دەعبا
movie /ˈmuːvi/ فیلم
music programme / show /mjuːzɪk praʊgræm / ʃəʊ/ بەرنامەی مۆسیقا

on set /ɒn set/ بەیەکەوە
perfect /ˈpɜːvekt/ تەواو
play *n* /pleɪ/ شانۆگەری
proposal /prəˈpəʊz(ə)l/ داخوازی، پێشنیاز
recognize /ˈrekagˌnaɪz/ ناسینەوە، دەناسێتەوە
scene /siːn/ دیمەن
series /siːriːz/ زنجیرە
set /set/ *v* ئەنجام دەدرێت
set (TV ~) *n* /set (tiː viː)/ دەستە(~ ی تەلەفزیۆن)
shoot *v* /ʃʊt/ وێنەگرتن
shot /ʃɒt/ گرتەی کامێرا
soap / soap opera /səʊp / səʊp ɒprə/ ئۆپێرا (شانۆگەری مۆسیقی)
special effect (SFX) /speʃl ɪˈfekts/ کارتێکەری تایبەت
sports programme / show /spɔːts praʊgræm / ʃəʊ/ بەرنامەی وەرزش
take away /ˌteɪk əˈweɪ/ لابردن
thanks to /θænks tʊ/ سوپاس بۆ
the latest /ðə ˈleɪtɪst/ *adj* تازەترین
training manager /treɪnɪŋ mænɪdʒə/ بەڕێوبەری مەشقکردن
travel programme / show /træv(ə)l praʊgræm / ʃəʊ/ بەرنامەی گەشتیاری
use /juːs/ *n* بەکارهێنان
work experience /wɜːk ɪspɪrɪəns/ ئەزموونی کارکردن

UNIT 8

advise /ədˈvaɪz/ ئامۆژگاری کردن
allow /əˈlaʊ/ ڕێگە پێدان
all the way /ɔːl ðə weɪ/ تەواوی ڕێگاکە
amaze /əˈmeɪz/ سەرسام کردن
amazed /əˈmeɪzd/ سەرسام بوون
annoy /əˈnɪ/ بێزارکردن
annoyed/annoying /əˈnɔɪd / əˈnɒɪŋ/ بێزارکەر/ بێزار
at first /æt fɜːst/ لە سەرەتادا
at last /æt lɑːst/ لە کۆتایدا
beauty /ˈbjuːti/ جوانی، قەشەنگی
bore /bɔːr/ وەڕسکەر/ وەڕس
curious /kjuːrɪəs/ زانین خواز
destruction /ˌdɪsˈtrʌkʃn/ وێرانکاری
difficulty /ˈdɪfklti/ ناڕەحەتی
disappoint /dɪsəpɔɪnt/ بێ ئومێدکردن
disappointed / disappointing /dɪsəpɔɪntɪd / dɪsəpɔɪntɪŋ/ نائومێدکەر/ نائومێد
discovery /dɪsˈkʌvəri/ دۆزینەوە
embarrass /ɪmˈbærəs/ شەرمەزارکردن
embarrassed / embarrassing /ɪmˈbærəsd / ɪmˈbærəsɪŋ/ شەرمەزارکەر
emperor /ˈempərə/ ئیمپراتۆر

encyclopedia /ɪnˌsaɪkləˈpiːdiə/	ئینسایکلۆپیدیا
essay /ˈeseɪ/	وتار
excite /ɪkˈsaɪt/	خرۆشان
frighten /ˈfraɪt(ə)n/	ترساندن، تۆقاندن
get started /ˌget ˈstɑːtɪd/	دەستپێکردن
head (teacher) /ˌhed ˈtiːtʃə/	بەڕێوەبەر
interest /ˈɪntrest/	ئارەزوومەند
keen /kiːn/	پەرۆش، خولیا
merchant /ˈmɜːtʃənt/	بازرگان
nervous /nɜːvəs/	شپرزە، پەشۆکاو
one by one /wɒn baɪ wɒn/	دانە بە دانە
please /pliːz/	دڵخۆش بوون
pleasing /pliːzɪŋ/	دڵخۆشکەر
pulled out /pʊld aʊt/	دەرهێنان
puzzle /ˈpʌzl/	ئەبلەق کردن
puzzled / puzzling /ˈpʌzld / ˈpʌzlɪŋ/	ئەبلەق بوون
react /rɪˈækt/	کاردانەوە
relative /ˈrelətɪv/	خزم، کەس و کار
remind /rɪˈmaɪnd/	بیرخستنەوە
request /rɪˈkwest/	داوا
rough /rʌf/	ناشرین، دزێو
sailor /seɪlə/	دەریاوان
scientific /ˌsaɪənˈtɪfk/	زانستی
servant /ˈsɜːvənt/	خزمەتکار
silk /sɪlk/	ئاوریشم
son /sʌn/	کوڕ
steal /stiːl/	دزین
surprised /səˈpraɪzd/	سەرسوڕهێنەر
thief / thieves /θiːf / θiːvz/	دز، دزەکان
title /ˈtaɪtl/	ناونیشان
trade /treɪd/	بازرگانی کردن
traveller /ˈtrævlə/	گەشتکەر
upset /ʌpˈset/	خەمبار
upsetting /ʌpˈsetɪŋ/	خەمبارکەر
worried / worrying /ˈwʌriːd / ˈwʌrɪŋ/	نیگەران کەر/ نیگەران
writer /ˈraɪtə/	نووسەر

1 UNDERSTANDING WORDS

سەرەتا

کاتێك وشەیەکی نوێ دەبینیت،دەست بەجێ پرسیار لە مامۆستاکەت یاخود سەیری فەرهەنگەکەت مەکە.زۆرجار بۆ خۆت دەتوانیت واتای وشەکە بدۆزیتەوە.بیر لەمانە بکەرەوە:

- وشە جیهانییەکان (بۆ نمونە: *pizza, hotel, computer)* *;(sandwich,*
- زانینی واتای وشەکان لە ڕێگەی دەقەکەوە (بۆ نمونە:

in 'The work was really *strenuous*, so everybody was really tired by the end of the day' the word *strenuous* must mean something like *hard*)

- دروست بوونی وشە بە هۆی پێشگر و پاشگرەوە (بۆ نمونە:

happy > *un*happy; appear > appear*ance*).

ئەمانەی خوارەوە چەند نمونەیەکن کە پێشتر بینیوتن.لە داهاتووشدا نمونەی زیاتر دەبینیت.

PREFIXES پێشگر

- ئەو پێشگرانەی واتای پێچەوانە دەگەیەنن:

پێشگر	ماناکەی	نمونە
dis-	opposite	like > dislike
im-	opposite	possible > impossible
in	opposite	complete > incomplete
un-	opposite	happy > unhappy

- ئەو پێشگرانەی چەند واتایەك دەگەیەنن:

پێشگر	ماناکەی	نمونە
inter-	between	national > international
re-	again	build > rebuild

SUFFIXES پاشگر

- پاشگر بۆ دروستکردنی خێزانە وشە:

زۆر وشە هەن شێوەی ڕێزمانی جیاوازیان هەیە بەهۆی پاشگرەکانیانەوە، بۆ نمونە:

کار	ناو (کەس)	ناو (شێوەی تر)
build	builder	building

کار	ئاوەڵناو	ئاوەڵکار
save	safe	safely

- هەندێك پاشگری دیکە:

کار	پاشگر +	ناو <
appear	-ance	appearance
inform	-(a)tion	information
teach	-er	teacher
feel	-ing	feeling

ناو / کار	پاشگر +	ئاوەڵناو <
nation	-al	national
frighten	-ed	frightened
success	-ful	successful
interest	-ing	interesting
friend	-ly	friendly
cloud	-y	cloudy

ئاوەڵناو	پاشگر +	ناو <
electric	-ian	electrician
similar	-(i)ty	similarity

ئاوەڵناو	پاشگر +	ئاوەڵکار <
quick	-ly	quickly
happy		happily
terrible		terribly

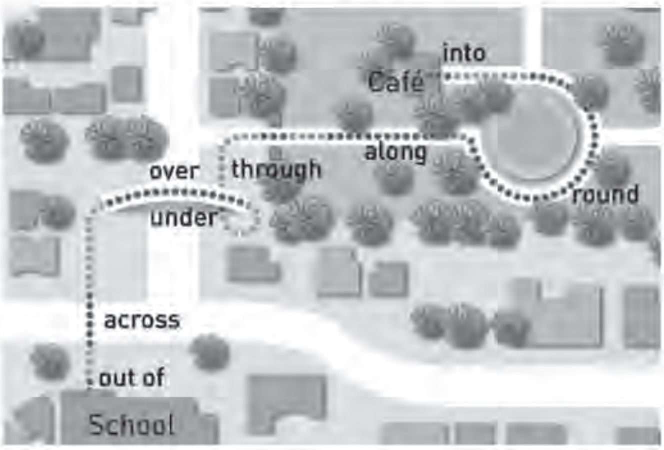
2 COLLECTING VOCABULARY

ئێستا لیستێك وشەت نووسیوە بۆ فێربوون، باشتر وایە ئەو وشانە بکەیت بە گرووپ.گرووپی سادەی جۆراوجۆر هەیە وەك:ڕۆژەکانی هەفتە، هەروەها دەتوانرێت گرووپەکان بەیەکەوە ڕێك بخرێن بەچەند ڕێگایەکی دیکە.

- وێنە و هێڵکاریەکان

دەتوانیت وێنەی گۆڤارەکان ببڕیت و هەڵیان بواسیت.دەتوانیت ئەمە بکەیت لە گەڵ جل و بەرگ و خواردەمەنیشدا.

ئامرازەکانی پەیوەندی جووڵە



- **Preposition + word/phrase**

دەتوانیت گروپەکان فێرببیت بەم شێوەیە:

*We went **by bike / by car / by bus / by plane**.*
*We arrived **at 2.00 in the afternoon on Monday.***

- **Word (noun/adjective) + preposition**

دەتوانرێت ئەم وشانە بین بە ناو یاخود ئاوەڵناو. دەتوانیت بیانکەیت به گرووپ بەم شێوەیە:

*I love the **sound** of music.*
*We must find an **answer** to the problem.*

*She's **angry with** you.*
*He's **frightened** of her.*

- **Two-part 'phrasal' verbs**

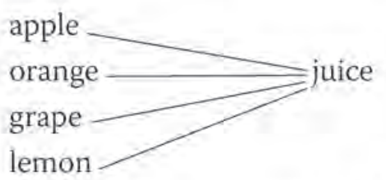
هەروەها دەتوانیت ئەمانەش بە گرووپ ڕێك بخەیت:

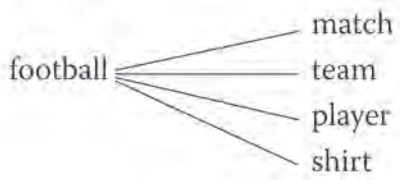
*Prices are **going up**.*
*The temperature is **going down**.*

***Take out** the old CD.*
***Put in** the new one.*

- **Word pairs**

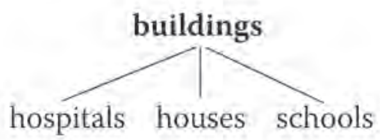
دەتوانیت ئەو جووتە وشانە کۆبکەیتەوە کە بەیەکەوە بەکاردەهێنرێن.دەتوانیت بەم شێوەیە کۆیان بکەیتەوە:

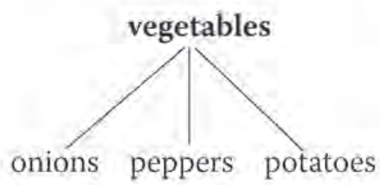




- **Superordinates or 'umbrella' words**

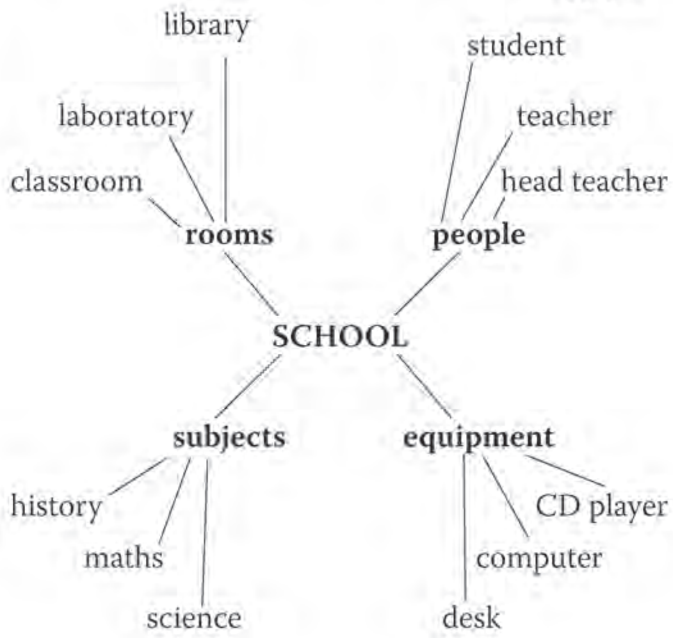
دەتوانیت کۆمەڵێك وشە لە ژێر یەك وشەدا کۆبکەیتەوە کە وەسفی هەموو گروپەکە دەکات.





7 Networks تۆڕەکان

دەتوانیت شێوازی تۆڕەکان بەکاربهێنیت بۆ کۆکردنەوەی گروپە گەورەکانی هەمان بوار.



3 PHONETICS

لە بەشەکانی(Language Focus) ی هەر یەکەیەکدا، لە لیستی وشەکاندا چۆنیەتی خوێندنەوەی وشەکانی تێدایە بۆ نیشاندانی دەنگی ڕاست و دروستی وشەکان.ئەمانەی خوارەوە دەنگی ئەو هێمایانەن.

Consonants نەبزوێنەکان

p	press	ʒ	measure	b	bag
h	hot	t	time	x	loch
d	card	tʃ	chair	k	can
dʒ	jam	g	dog	m	more
f	staff	n	snow	v	vote
ŋ	sing	θ	thin	w	water
ð	that	r	ring	s	sit
l	small	z	zebra	j	you
ʃ	shine				

Vowels and diphthongs بزوێن و جووتە بزوێنەکان

ɪ	bit	ɔ:	caught	e	bed
u:	boot	æ	bad	ɜ:	bird
ɒ	hot	eɪ	bay	ʌ	cut
aɪ	buy	ʊ	book	ɔɪ	boy
ə	about	əʊ	go	i	pretty
aʊ	now	u	annual	ʊə	cure
i:	bee	eə	hair	ɑ:	father
ɪə	hear				

4 PUNCTUATION

کاتێك دەخوێنینەوە تەنها وشەکان بەس نین،بەڵکو پێویستمان بە کۆمەڵێك وشە دەبێت کە بەیەکەوە کاردەکەن.
خاڵبەندی ئەو گروپانە دروست دەکات،لەبەر ئەوە نووسینی باش پێویستی بەخاڵبەندی باش هەیە.

The punctuation marks هێماکانی خاڵبەندی

	بەکارهێنانەکان	نمونەکان
Capital letter (A, B, C, etc)	* یەکەم پیت لە رستەدا	This is your book.
	* یەکەم پیت لە ناوی شوێنەکان،نەتەوکان،رێکخراوەکان، هتد	Erbil, Kurdistan, the United Nations
	* ناونیشانی کتێب / فیلم / پرۆگرامی تەلەفزیۆنی، هتد	Star Wars
	* بۆ کورتکراوەکان	the UN, UNESCO
Full stop (.)	* لە کۆتایی رستەدا	This is your book.
	*(هەندێك جار) لە پاش کورتکراوەکان	The U.N., Mr. Roberts, 1st. Nov.
	* لە دیاریکردنی بڕی پارەدا	€2.50 (read: two Euros fifty)
	* لە کەرتە دەییەکاندا	10.12 (read: ten point one two)
	*لە ناونیشانی ئیمەیڵ و ماڵپەڕەکاندا	esmith.aol.org (read: esmith-dot-aol-dot-org)
Question mark (?)	*پاش پرسیاری راستەوخۆ	Did you see it?
Exclamation mark (!)	* بۆ دەربڕینی حاڵەتی سەرسوڕمان،هتد	That's fantastic!
Comma (,)	* لە نێوان شتەکانی ناو لیستێکدا	Get a pen, a pencil, a book and some paper. He got up, turned round, looked and then laughed.
	* بۆ لەتکردنی رستەیەکی درێژ (هەریەکێکیان دەبێت فرمانی سەرەکی هەبێت)	We looked all over the house, but we couldn't find it anywhere.
	*بۆ جیاکردنەوەی زانیاری زیادە لە بەشی سەرەکی رستە	Erbil, a very ancient city, is the capital of Kurdistan.
	* لە پاش یان لە پێش ناو	Azad, let's go. Let's go, Azad.
	* لەپێش کلکە پرسیاردا	He's finished, hasn't he?
Apostrophe (')	* بۆ نیشاندانی پیتی ونبوو	You'll do it, won't you?
	* بۆ نیشاندانی خاوەندارێتی **تێبینی**: لەگەڵ s ەکانی کۆتایی **تێبینی** it has/it is = it's بۆ خاوەندارێتی نیە	This is Haval's bike. James' bike, the boys' bikes It's a beautiful baby. Have you decided its name?
Colon (:)	*بۆ ناساندنی بەشێك یاخود لیستێك	Section 3: Things to bring: pan, oil, burgers, bread, etc
Semi-colon (;)	* بۆ جیاکردنەوەی دووبەشی رستەیەك – زیاتر لە بۆشایی کۆما	We arrived at 9.00; it was raining again as usual!
Hyphen (-)	*بۆ بەیەکەوە بەستنی دوو وشە	It's a well-made machine. They're in the living-room.
	* بۆ لەتکردنی وشەیەك لە کۆتایی دێرێکدا	I've heard about the beautiful mountains in the north.
Dash (–)	* بۆ جیاکردنەوەی بەشەکانی رستە	The pen – mine, not yours – was on the sofa.
	*بە مانای(to– بۆ)	The Erbil–London flight
Quotation marks (' ')	* بۆ دیاریکردنی وتەیەك لە ناو دەقدا	'We can win!' he shouted.
	* بۆ دیاریکردنی ئەو وشانەی نمونە ، یان دەربڕینی تایبەتن.	The first 'moving pictures' were not seen til 1891.
Brackets ( )	* بۆ جیاکردنەوەی زانیاری زیادە لە بەشی سەرەکی رستەیەکدا	Peter Davies (1926–2003) was born in North London and went to school at ...
	* بۆ نیشاندانی سەرچاوەکان لە بابەتی پەیوەندیداردا	Work out a good diet. (For more details see Unit 3.)
Dots (...)	* بۆ نیشاندانی ئەوەی کە هەندێك وشە لابراوە.	He said that he felt ... She said that she was ...
	* بۆ نیشاندانی بۆشایی کاتی قسەکردن.	Oh, I'm ... all right.
Slash (/)	* بۆ نیشاندانی چەند شتێکی جیاواز.	I need a CD / DVD / book.

5 GRAMMAR

- بەشەکانی ئاخاوتن **Parts of speech**

لە بەشەکانی (Language Focus) ی هەر یەکەیەکدا لەگەڵ لیستی وشەکاندا بەشەکانی ئاخاوتن و هەندێك زاراوەی تر دیاری کراون.بۆ ئاسانکردنی شیکردنەوەی وشە نوێیەکان ئەم کورتکراوانە بەکارهێنراون.

بەشەکانی ئاخاوتن	شێوەی تەواو	کوردی	نموونە
adj	adjective	ئاوەڵناو	easy, warm
adv	adverb	ئاوەڵکار	easily, often
conj	conjunction	ئامرازی لێکدەر	and, because
det	determiner	ئامرازی نیشاندەر	the, some
n	noun	ناو	room, information
prep	preposition	ئامرازی پەیوەندی	in, into
pron	pronoun	جێناو	him, himself
v	verb	کار– فرمان	get, get up

هەندێك زاراوەی دیکە	شێوەی تەواو	کوردی	نموونە
abb	abbreviation	کورتکراوە	p.m., PS
exp	expression	دەربرین	Good to meet you!
phr	phrase	دەستەواژە	local time, lose control

- هەندێك زاراوەی دیکە کە لە وەسفکردنی زماندا بەکاردەهێنرێن

لە *Sunrise* دا لە بەشەکانی (Language Focus) ی هەر یەکەیەکدا هەندێك زاراوەی تر بەکارهێنراون.

Tense کاتی کردار	کوردی	کاتی کردار	کوردی
present continuous	رانەبردووی بەردەوام	past simple	رابردووی سادە
present simple	رانەبردووی سادە	past continuous	رابردووی بەردەوام
present perfect	رانەبردووی تەواو	past perfect	رابردووی تەواو
present perfect continuous	رانەبردووی تەواوی بەردەوام		

هەندێك زاراوەی رێزمانی دیکە

active	بکەر دیار	passive	بکەر نادیار
prefix	پێشگر	suffix	پاشگر
regular	یاسایی	irregular	نا یاسایی
sentence	رستە	paragraph	پەرەگراف
singular	تاك	plural	کۆ
subject	بکەر	object	بەرکار
conditional sentence	رستەی مەرجی	relative clause	نیمچە رستەی پەیوەندی
countable noun	ناوی ژمێردراو	uncountable noun	ناوی نەژمێردراو
modal verb	کاری مۆداڵ	phrasal verb	دەستەواژەی کاری
possessive adjective	ئاوەڵناوی خاوەندارێتی	possessive pronoun	جێناوی خاوەندارێتی
subject / object pronoun	جێناوی بکەر/ بەرکار	reflexive pronoun	جێناوی خۆیەتی

6 LANGUAGE FOR COMMUNICATION

LANGUAGE FOR SPEAKING زمانی قسەکردن

1 Language for learning زمانی فێربوون

I'm sorry. I didn't hear that.
I'm sorry. I didn't understand that.
Could you spell that, please?
Could you say that again, please?
Could you play the CD again, please?
How do you pronounce ... , please?
How do you pronounce this word, please?
Excuse me, but what does ... mean, please?
Excuse me, but does ... mean ...?

2 Language for discussion زمانی گفتوگۆکردن

1 دەربڕینی را لەگەڵ هۆ
I (don't) think ... because ...
My favourite is ... . That's because ...
In my opinion, ...

2 پێدان و وەرگرتنی روونکردنەوە
Getting and giving clarification
So are you saying that ...?
In other words, I mean that ...

3 رازی بوون
I (completely) agree.
I think so, too. / So do I.
I don't think so either. / Neither (Nor) do I.

4 ڕازی نەبوون
I'm not sure.
I partly agree with that, but ...
I'm sorry, but I disagree / don't agree.

5 دەربڕینی رای جیاواز
I think ...
I don't think ...

6 هاندانی کەسانی تر بۆ قسەکردن
Tell me about ... / more / all about it.
Can I ask about ...?
What happened then?
So what did you do?

7 ئارەزوو دەربڕین
Really!
That's great / amazing / terrible!
That's really interesting.
Tell me more.

3 Language for life زمانی ژیانی رۆژانە

1 بەکارهێنانی تەلەفۆن
Hello. (7-double-8-3-treble-6.)
Could I speak to ...?
Wait a moment, please.
(Name), it's for you.

2 نیشاندانی ئاراستەکانی شەقام
Go (straight) across this road.
Go (straight) along ... Street.
Turn left / right at the T-junction / shoe shop.
Take the second (turning on the) left / right.
Go past ...
Keep going / straight on along ... Street
Go over the roundabout / crossroads.
You'll find / see it on the left / right.
You'll see / find it opposite you.

LANGUAGE FOR WRITING: CONNECTORS

زمانی نووسین:لێکدەرەکان

1 ریزبەندی کردن
First, ...
First of all, ...
Secondly, ...
Thirdly, ...
Finally, ...

2 وەسفکردنی رووداوەکان
First, ...
At first, ...
Then ...
Next, ...
After that, ...
Finally, ...
In the end, ...

3 زیادکرن
... and ...
... , too. ... either.
... also ...
Again, ...

4 دەربڕینی جیاوازی
... but ...
However, ...
On the other hand, ...
Although, ...

5 دەربڕینی هۆ
Because ...
This / That is because ...
Since ...
As ...

6 دەربڕینی ئەنجام
... so ...
As a result, ...
Because of this / that, ...
Therefore, ...

7 COMMON IRREGULAR VERBS

be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forecast	forecast	forecast
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lead	led	led
learn	learned/learnt	learned/learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
put	put	put
read	read	read
ride	rode	ridden
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
show	showed	shown
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelled/smelt	smelled/smelt
speak	spoke	spoken
spell	spelled/spelt	spelled/spelt
spend	spent	spent
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

8 ALPHABETICAL WORDLIST

a (= each year / month, etc)	1
about to	5
actor	7
advise	8
adviser	6
afford	2
against (not in favour of)	5
age (for ~s)	3
allow	8
all the way	8
although	1
amaze	7
amazing	7
annoy	7
annoyed	7
annoying	7
apart from	6
appear	3
apply for	2
aquarium	1
artificial	7
artistic	6
as dry as a bone	3
at first	8
at high speed	7
at last	8
at least	5
atmosphere	2
attack	7
attraction	1
audience	7
average	3
back home	1
badly built	5
balloon	1
base	7
beauty	8
benefit	5
billion	2
bore	8
bucket	5
budget	6
building	4
business (studies)	6
cameraman	7
camp	4
camper van	5
canal	5
carbon dioxide (CO_2)	2
career	6
careers adviser	6
cartoon show	7
centre	1
CGI (computer-generated imagery)	7
chart	3
climate change	3
cloud	3
coal	3
collapse	4
column	9A
code	7
comfort	2
community	5
community centre	7
community leader	5
complicated	6
comprehensive (school)	1
computer-generated imagery	7
consider	1
construct	5
construction	1
control room	7
conventional	6
cookery	7
cookery programme / show	7
coordination	6
council	7
crop	1
crossroads	1
cultural	1
custom	1
curious	7
cut off	7
dam	5
deal with	6
decision (~ making)	6
degrees Celsius	3
demand	7
depth	5
destruction	8
detail	6
develop	1
development	1
difficulty	8
disabled	6
disappear	3
disappoint	8
disappointed	8
disappointing	8
disaster	3
discovery	8
discussion	7
discussion programme	7
drama	7
dream (big hope)	5
driving test	2
due to	6
dust	5
dusty	5
eastern	1
economic	1
economy	1
edge	5
edit	7
effect	7
electric	2
embarrass	8
embarrassed	8
embarrassing	8
emergency (stop)	2
emission	2
emperor	8
empty	5
encyclopedia	8
engineering	6
enterprising	6
environmental	5
episode	7
essay	8
ever more	7
examiner	2
excite	8
exhaust	2
experience	1
fact	1
factory	2
farm	1
farmer	3
farming	1
fertile	1
field (area)	6
finished	9B
fisherman	5
fishing (~ boat, ~ industry, ~ port)	5
flat	1
floor manager	7
forest	3
four by four (4×4)	2
fossil fuel	3
flood	5
for (in favour of)	5
forest	3
four-by-four (4×4)	2
free	9A
fuel (~ cell)	2
frighten	8
frightening	7
game show	7
general	6
get off	2
get started	8
get through (phone)	4
ghost	2
give out	9B
global warming	3
go out	7
gorge	5
go well	2
go wrong	2
Grandad	6
greenhouse	3
greenhouse gas	3
grow	1
growth	1
Guess what!	2
guidebook	5
had better	2
have / take a seat	6
helicopter	2
helpful	1
hilly	1
hovercraft	2
hurricane	3
husband	4
hybrid	2
hydroelectric (~ power station)	5
hydrogen (H)	2
icy	3
imagine	3
impossible	7

increase	3
industry	1
in my opinion	5
interest	8
investigative	6
irrigate	5
irrigation	5
IT (information technology)	6
keen	8
kid	4
leave (abandon)	2
let	3
little by little	7
lock	5
look up	6
lord	7
manage	2
melt	3
merchant	8
mixture	6
model (type of car)	2
monster	7
movie	7
music programme / show	7
nervous	8
northern	1
object	6
oil (~ terminal, ~ tanker)	5
one by one	8
online	6
on set	7
opportunity	6
organization	6
organizer	4
ought to	2
out of control	3
over (= across)	1
oxygen (O)	2
parent	1
part per million (ppm)	3
pass (succeed in a test)	2
passenger	2
path (route of personal development)	6
perfect	7
perform	6
personal (details)	6
persuade	6
petrol	2
pickup	2
pilot	6
pipeline	5
plain	1
planner	5
plant	6
play	7
pleasant	1
please	8
pleasing	8
pollute	3
polluted	5
pollution	2
port	1
power	2
precious	1
production (line)	2
proposal	7
public service	6
put away	6
put down	6
puzzle	8
puzzled	8
puzzling	8
quite a	2
rainy	3
rapid(ly)	3
react	8
realise	2
realistic	6
reality	5
Really!	1
recognize	7
refuse	3
regional	1
regular	9A
related	6
relate to	6
relative	8
reliable	2
remain	3
remains	1
remind	8
repair	5
request	8
reservoir	5
resort	1
retail	6
rotor	2
rough	8
roundabout	1
run (operate)	2
sailor	8
salt	5
salty	5
scary	5
scene	7
scientific	8
scientist	3
scooter	2
seabed	5
send away	9B
series	7
servant	8
set (v)	7
set (n) (TV ~)	7
set up	6
shot	7
shoot	7
shrink	5
silk	8
silver	2
skill	6
slight(ly)	3
slow down	2
snow	1
snowy	3
soap / soap opera	7
social	6
software	6
solution	2
southern	1
special effect (SFX)	7
speed	3
sports programme / show	7
spread	3
square	9A
station	2
steady\(ily)	3
steal	8
steep	1
storm	3
straight on	1
stream	1
strength	6
surprised	8
take away	7
take over	9A
teach / teaching	6
technology	2
temperature	3
thanks to	7
the day before yesterday	3
the latest	7
the night / week / month before last	3
therefore	6
these last few years	3
thief / thieves	8
till (until)	1
title	8
T-junction	1
tool	6
top (leading)	3
tor	4
tourism	1
tractor	2
trade	8
traffic lights	1
trailer	2
training manager	7
traveller	8
travel programme / show	
truck	2
tunnel	5
turbine	5
turn off	6
turn on	6
unless	5
upset (v)	9
upset	2
upsetting	8
up to (= as much as / as many as)	1
use (n)	7
useful	6
valley	1
vehicle	2
Viking	1
warn	3
western	1
wheel	2
width	5
wildfire	3
wind	3
worker	2
work experience	7
worried	8
worry	8
worrying	8
write down	6
write out	6
yesterday morning / afternoon / evening	3

9 WORD GROUPS AND ABBREVIATIONS

Days of the week

Monday	Mon
Tuesday	Tue
Wednesday	Wed
Thursday	Thur
Friday	Fri
Saturday	Sat
Sunday	Sun

Months of the year

January	Jan
February	Feb
March	Mar
April	Apr
May	May
June	Jun
July	Jul
August	Aug
September	Sept
October	Oct
November	Nov
December	Dec

Ordinal numbers

first	1st
second	2nd
third	3rd
fourth	4th
fifth	5th
sixth	6th
seventh	7th
eighth	8th
ninth	9th
tenth	10th
eleventh	11th
twelfth	12th
thirteenth	13th
fourteenth	14th
fifteenth	15th
sixteenth	16th
seventeenth	17th
eighteenth	18th
nineteenth	19th
twentieth	20th
twenty-first	21st
twenty-second	22nd
twenty-third	23rd ...
hundredth	100th
hundred and first	101st ...

Distance

centimetres (cm)
metres (m)
kilometres (km)

Speed

kilometres per hour (kph)
miles per hour (mph)

Maths

+ plus – minus = equals % per cent

Money

$ dollars (American)
£ pounds (British)
€ euros (European)

Latin abbreviations

a.m. (*ante meridiem* = up to midday)
p.m. (*post meridiem* = after midday)
e.g. (*exempli gratia* = for example)
etc. (*et cetera* = and other similar things)

Directions

north	N
east	E
south	S
west	W
north-east	NE
north-west	NW
south-east	SE
south-west	SW



10 PLACES IN *SUNRISE 11*

Country or region	Unit	Adjective
America /əˈmerɪkə/	2	American /əˈmerɪk(ə)n/
Antarctic /ænˈtɑːtɪkə/	3	Antarctic /ænˈtɑːtɪkə/
Arctic /ˈɑːtɪk/	3	Arctic /ˈɑːtɪk/
Australia /ɒsˈtreɪljə/	3	Australian /ɒsˈtreɪljən/
Britain /ˈbrɪt(ə)n/	1	British /ˈbrɪtʃ/
Cathay /ˈkæðeɪ/	8	–
Central America /ˌsentrl əˈmerɪkə/	5	Central American /ˌsentrl əˈmerik(ə)n/
China /tʃaɪnə/	3	Chinese /ˌtʃaɪniːz/
England /ˈɪŋ;(ə)nd/	1	English /ˈɪŋglɪʃ/
Europe /ˈjuːrəp/	3	European /juːrəpjən/
Germany /ˈdʒɜːməni/	2	German /ˈdʒɜːm(ə)n/
Iraq /ɪˈræk/	1	Iraqi /ɪˈræki/
Italy /ɪtəli/	8	Italian /ɪˈtæljən/
Japan /dʒəˈpæn/	3	Japanese /ˌdʒæpəˈniːz/
Kurdistan /ˌkɜːdɪˈstæn/	1	Kurdish /ˈkɜːdɪʃ/
Persia /ˈpɜːʒə/	8	Persian /ˈpɜːʒen/
Turkey /ˈtɜːki/	5	Turkish /ˈtɜːkɪʃ/
the Middle East /ðə ˌmɪdl iːst/	1	Middle Eastern /ˌmɪdl ˈiːstən/
the Soviet Union /ðə ˌsəʊvɪət juːnjən/	5	Soviet /ˈsəʊvjət/
the USA /ðə ˌjuː es ˈeɪ/	4	American /əˈmerɪk(ə)n/
the West Indies /ðə ˌwest ˈɪndiːz/	8	West Indian /ˌwest ˈɪndjən/

Other places	Unit
Arsenal (in London) /ˈɑːsn(ə)l (ɪn lʌndən/)	9A
Birmingham /ˈbɜːmɪŋəm/	2
Damascus /dəˈmæskəs/	8
Dartmoor /ˈdɑːtmɔː/	4
Genoa /ˈdʒenəʊə/	8
Lake Mead /ˌleik ˈmɪːd/	5
London /ˈlʌndən/	1
Manchester /ˈmæntʃestə/	9A
Melbourne /ˈmelbɜːn/	3
New York /ˌnjuː ˈjɔːk/	7
Oxford /ˈɒksfəd/	2
Plymouth /ˈplɪməθ/	1
the Ama River /ðiː ˌɑːmə ˈrɪvə/	5
the Aral Sea /ðiː ærəl ˌsiː/	5
the Colorado River /ðə ˌkɒlərɑːdəʊ ˈrɪvə/	5
the Hoover Dam /ðə ˌhuːvə ˈdæm/	5
the Panama Canal /ðə ˌpænamɑː kəˈnæl/	5
the Soviet Union /ðə səʊvɪət juːnjən/	5
the Syr River /ðə sɪə rɪvə/	5
the Three Gorges Dam /ðə ˌθri gɔːgɪz ˈdæm/	5
Trafalgar Square /trəːfælgə ˈskweə/	9A
Venice /ˈvenɪs/	8
York /jɔːk/	1